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ABSTRACT

This conference provided a forum for presenting research findings to educators and other audiences interested in marketing education. The following papers were presented: "Issues and Trends in Wisconsin Marketing Education" (Searle); "Competencies Necessary for Student Teachers" (Littman); "A Report of a Study of More than 1,000 Executives and the Implications of Their Views of Education on Tech Prep and the University" (Lucas et al.); "Work Satisfaction and Organizational Commitment of Marketing Education Teachers" (O'Brien, Akroyd, Richards); "The Conceptualization of a Professional Development Program for Beginning Vocational Teachers" (Heath-Camp, Camp); "Retail Sale Customers: Preparation and In-Store Behaviors" (Stewart); "Determining Specific Outcomes for a Curriculum" (Griggs, Stewart); "Restructuring Marketing Education in Florida: A Model for the Future" (Holmes); and "Comparison of DECA (Distributive Education Clubs of America) Winners and Membership at the National Level" (Norwood). Many papers contain bibliographies. (MN)

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Marketing Education

National Research Conference Report 1993

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Marketing Education

National Research Conference

April 16, 17, 18,1993

Hotel Galvez

Galveston, Texas

Planning Committee Co-Chairpersons

Dr. Marcella McComas Norwood, University of Houston
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Dr. Gary Searle, University of Wisconsin - Stout

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University of Houston

INTRODUCTION

The National Research Conference for Marketing Education is the outgrowth of many discussions by marketing teacher educators attending annual professional meetings. The marketing teacher educators consistently expressed a need for a research conference that would provide a forum for presenting research findings to the educators and other audiences interested in marketing education. The marketing teacher educators also expressed a concern for nurturing those new professionals entering the field of teacher education. While the initial organization and planning for this annual event is attributed to a few seasoned marketing teacher educators from the south, the annual conference has become the highlight of the year for the professional development and rejuvination of teacher educators from states throughout the nation.

This conference has provided many teacher educators with opportunities to present research, publish, and learn new techniques and methods of research. Marketing teacher educators are in agreement concerning the need for this type of conference and the need to keep it as a single purpose meeting and an annual event. The 1994 research conference will be held in Nashville, Tennessee in April, 1994. The sponsoring universities will be the University of Wisconsin-Stout, the University of Houston, and the SUNY College at Buffalo.

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Research Reports

ISSUES and TRENDS in WISCONSIN MARKETING EDUCATION

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Marketing Education National Research Conference

April 16 -18, 1993

Galveston, Texas

Abstract

Political, economic, social, technological and demographic issues and trends are contributing factors causing unprecedented and accelerating changes in vocational technical education and marketing education. This study answered the question "What issues and trends are perceived by Wisconsin's secondary marketing educators to be most important in the categories of classroom instruction, co-op, DECA and their school district in general?" A major finding was the emergence of the Tech Prep concept as both an issue and trend.

Issues and Trends in Wisconsin Marketing Education

Introduction

Political, economic, social, technological and demographic issues and trends are contributing factors causing unprecedented and accelerating changes in vocational - technical education and marketing education. How are these local, state, national and international changes impacting on the people that deliver the programs? This question was a major concern this spring for an upcoming summer course entitled "Current Issues and Trends in Marketing Education" at the University of Wisconsin - Stout. It was suggested that the best means to determine current issues and trends was to survey marketing educators in Wisconsin.

Purpose of the Study

The results of this study will be utilized by marketing educators at the University of Wisconsin - Stout to plan an up-to-date summer course in 1993. In addition, state supervisory personnel could use the information to plan appropriate sessions at the summer vocational teachers' conference. The study could also be use as a model for other states or research studies.

Objectives

The major objective of the study was to answer the following question: "What issues and trends are perceived by Wisconsin secondary marketing educators to be most important in the categories of classroom instruction, co-op, DECA and their school district in general?

Instrumentation

The use of an open-ended questionnaire that didn't provide any suggested answers was considered because of a previous experience of the researcher. The earlier experience provided several answers that were crossovers between issues and trends. For example, inadequate funding was often listed as an issue and trend. In an attempt to overcome this situation, a list of 37 uncategorized topics was provided on a questionnaire, and space was provided so respondents could write-in additional answers. See Appendix A for a sample questionnaire.

Population

The population for the study consisted of all 123 secondary marketing education teacher coordinators in Wisconsin.

Data Collection and Analysis

Each of the 123 marketing teachers received a questionnaire and a stamped, addressed, return envelope. Sixty-six returns were received within two weeks of the original mailing. One return was illegible and one was undeliverable because they did not have a marketing education program. The usable number of questionnaires 64, provided a 53 percent return rate.

All returns were analyzed at the University of Wisconsin - Stout. Frequency counts and percentages were used for the eight categories of the questionnaire.

Findings

Following are the prioritized results of the issues and trends questionnaire in eight categories.

Classes in Marketing Education

Related to the Classroom

1. Increased graduation requirements
2. Discipline problems-Declining Enrollments-Tech Prep (3 ties)
3. Importance of International Marketing-Integration of academic and vocational education (2 ties)

Related to Co-op

1. Cutback of coordination time for co-op
2. Finding better entry level positions and pay
3. Need to upgrade training on the job

Related to DECA

1. Maintaining an active, involved chapter
2. Winning vs learning in DECA
3. Higher costs for state and national conferences

Trends in Marketing Education

Related to the classroom

1. Tech Prep
2. Importance of international marketing
3. Need for curriculum revision-specialized curriculum-declining enrollments (3 ties)

Related to Co-op

1. Decreased student interest in co-op
2. Moving away from retail oriented jobs
3. Upgrading of training sponsors and training stations

Related to DECA

1. Winning vs learning in DECA
2. Pressures on the role of DECA advisor
3. Decreased interest in DECA

Issues in your School District

1. Tech Prep
2. Increased graduation requirements
3. Integration of vocational and academic education

Trends in your School District

1. Tech Prep
2. Integration of vocational and academic education
3. Increased graduation requirements

Concluding Comments

The writer reviewed an issues and trends survey that was completed by Wisconsin marketing educators in 1988. The results were amazingly similar to the 1993 survey in that the same issues and trends were often listed, but with some change in ranking. One exception to this was the emergence of decreased student interest in co-op as a new trend and concern about winning vs learning in DECA.

The major difference in the two surveys related to Tech Prep. This concept has evolved in the 90's and is commanding a major role, either as an issue or trend, in marketing education programs, and especially, school districts.

APPENDIX A

University of Wisconsin-Stout
Menomonie, Wisconsin 54751-0790

Date: February 2, 1993

To: ME Teachers

From: Gary Searle

Re: ME Issues and Trends

****

HAPPY NEW YEAR!! When you have been out of the high school classroom as long as I have, you have to ask for help. Please assist me with one of the shortest, but important surveys you'll ever do.

Each school year, I teach a unit on issues and trends in marketing education. Would you simply look at the list on the next page, fill in your priority number on this page, and return to me in the enclosed envelope. Please feel free to add other issues and trends you think should be included. All responses will be kept confidential.

Thanks so much for your help.

	ME Issues		ME Trends	
Classroom	1st choice	______________	1st	___________
Co-op	1st choice	______________	1st	___________
DECA	1st choice	______________	1st	___________
Your School District	1st choice	______________	1st	___________

ISSUES AND TRENDS IN MARKETING EDUCATION

1. Increased graduation requirements
2. Increased number of classes
3. Need for curriculum revision in ME
4. Need for curriculum revision in high school
5. Specialized curriculum (e.g. hotel, restaurant, tourism, etc.)
6. Declining enrollments
7. Discipline problems
8. Moving away from retail oriented jobs
9. Utilizing microcomputers for computer assisted instruction
10. Increased emphasis on entrepreneurship
11. Importance of international marketing
12. Cutback of coordination time for co-op
13. Need to upgrade training on-the-job
14. Decreased student interest in co-op.
15. Value of project method vs. co-op.
16. Job entry vs. career preparation
17. Decreased coordination time
18. Upgrading of training sponsors and training stations
19. Finding better entry level positions and pay for co-op students
20. Co-op with no early release time for students
21. Maintaining an active, involved chapter
22. Pressures on the role of DECA advisor
23. Decreased interest in DECA
24. Less competition, more career development
25. Need for new competitive events
26. Higher costs for state and national conferences
27. Need for public relations to provide a quality professional image
28. Winning vs learning in DECA
29. Drugs and alcohol in the high schools
30. Violence in the high schools
31. School choice plan
32. Tech Prep
33. Integration of vocational and academic education
34. Whether to combine Marketing Ed. and Business Ed.
35. Need to teach green marketing
36. Privatization of education
37. Emphasis on special needs students
38. Others- Please write in ____________________
39. ____
40. ____

COMPETENCIES NECESSARY FOR STUDENT TEACHERS

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Reviewed Paper

STUDENT TEACHER CONCERNS

National Research Conference for Marketing Education
Galveston, Texas
April, 1993

COMPETENCIES NECESSARY FOR STUDENT TEACHERS

ABSTRACT

The capstone experience of the marketing education teacher education program is student teaching. Student teaching allows for the opportunity to practice the skills and knowledge gained in preparation for teacher certification. This practice teaching, or practicum experience, permits the future instructor to integrate education skills and business experience for the enhancement of professional attainment.

The six most used components of preservice education were lesson planning, instructional strategies, business/marketing education knowledge, interpersonal skills, motivation of students, and class management. The three least used components of preservice education as guidance techniques, evaluation techniques, and dealing with diverse populations.

Four concerns were expressed by cooperating teachers. It appeared that the business/marketing preparation in the area of computer knowledge and skills and keyboarding were of chief concern. In the area of professional conduct, some student teachers became too close to students. Handling school paperwork was also a concern.

It appeared that student teachers were most concerned about fatigue, the amount of time necessary to preparation, outdated teaching methods, lack of freedom to be creative in instruction, lack of support on discipline problems, and lack of opportunities to apply their own pedagogical skills.

COMPETENCIES NECESSARY FOR STUDENT TEACHERS

INTRODUCTION

The capstone experience of the marketing education teacher education program is student teaching. Student teaching allows for the opportunity to practice the skills and knowledge gained in preparation for teacher certification. This practice teaching, or practicum experience, permits the future instructor to integrate education skills and business experience for the enhancement of professional attainment. According to the Association of Teacher Educators (ATE) Guidelines for Professional Experiences in Teacher Education (1985, pg 1), the major purposes of the professional practicum experiences were to provide the following:

- direct experiences related to the knowledge, skills, and attitudes of teacher education and opportunities to perform professional responsibilities;
- opportunities for developing entry level competence in the full range of teaching functions;
- opportunities to apply and to test principles of learning and teaching strategies;
- illustrations and demonstrations of principles of professional and ethical behavior.

The SUNY College at Buffalo has the three department taught requirements in professional education before student teaching. These courses are OCE 301W: Principles of Occupational Education, OCE 302: Curriculum and Evaluation in Occupational Education, and DED 411: Teaching Methods in Business and Marketing. The following two required courses are taught by the Educational Foundations Department: EDF 303: Educational Psychology and EDF 403W: Historical and Philosophical Forces in Secondary Education. The W designation means that the course is writing intensive with a minimum of 15 pages of written work required.

After reviewing the competencies necessary for practice teachers and those instilled, refined, and developed by the above mentioned course sequence, the following competencies were selected for this study:

- business/marketing knowledge
- class management
- diverse populations (minority and special needs)
- evaluation techniques
- guidance techniques
- instructional strategies
- interpersonal skills
- lesson planning
- motivation of students
- professionalism

PURPOSE OF THIS STUDY

Since this has been my first experience working directly with student teachers, my goal in this study was to ascertain some of the most used components and least used components of the students' preservice education at SUNY College at Buffalo. A second goal was to ascertain student teaching concerns of cooperating teachers as well as student teacher concerns with their cooperating teacher.

The specific objectives of this study included:

1. To describe the most used components of preservice education of business/marketing education student teachers at SUNY College at Buffalo.
2. To describe the least used components of preservice education of business/marketing education student teachers at SUNY College at Buffalo.
3. To describe the concerns of cooperating teachers of business/marketing student teachers.
4. To describe the concerns of business/marketing student teachers of their cooperating teachers.

METHODOLOGY

This descriptive research study reviewed usage of selected components of preservice teacher education. A researcher-designed questionnaire was utilized to gather the information to meet the above stated objectives.

Instrument

The researcher-designed questionnaire was developed to measure ratings on the selected components. It was also utilized to gather information to clarify the skills that should be most emphasized in preservice teacher education. The instrument was reviewed by members of the Business Department faculty.

Sample, Data Collection and Data Analysis

Data were collected in December, 1992 and March, 1993 from a questionnaire administered to 14 student teachers completing student teaching in December, 1992 and 13 student teachers at the half way point of the Spring, 1993 semester. These 27 students had completed the required sequence of business/marketing education courses at SUNY College at Buffalo. The information was gathered at the student teacher meetings and were used as a springboard for discussion. Data were analyzed through the Minitabs programs. Descriptive statistics were used to analyze responses data.

RESEARCH FINDINGS

OBJECTIVE 1. To describe the most used components of preservice education of business/marketing education student teachers at SUNY College at Buffalo.

According to Table 1, the six most used components of preservice education were lesson planning, instructional strategies, business/marketing education knowledge, interpersonal skills, motivation of students, and class management.

The tie between the usage of lesson planning, instructional strategies, and business/marketing education knowledge showed their responsibility for preparing for assigned classes. The frequent use of student motivation techniques was necessary to involve students in the lesson. The continual opportunities to exercise interpersonal skills with administrators, parents, fellow teachers, and students made this competency highly utilized and valued. Finally, class management competencies were utilized to keep students focused on the lesson and to reduce distractions. Having well formulate business knowledge and pedagogical knowledge facilitated the utilization of these much used student teacher competencies.

TABLE 1: MOST USED COMPONENTS OF PRESERVICE EDUCATION

---

1. lesson planning
2. instructional strategies
3. business/marketing knowledge
4. interpersonal skills
5. motivation of students
6. class management

OBJECTIVE 2. To describe the least used components of preservice education of business/marketing education student teachers at SUNY College at Buffalo.

Table 2 reported the three least used components of preservice education as guidance techniques, evaluation techniques, and dealing with diverse populations.

Student teachers in their short time with students may not utilize guidance and counseling skills. This may be due to the limited, short-term time with students. Evaluation techniques may not be used as much as other skills since the testing and assignment schedule may be different under a student teacher. Working with diverse population may not be utilized to a large extent due to some student teaching placements.

TABLE 2: LEAST USED COMPONENTS OF PRESERVICE EDUCATION

1. guidance techniques
2. evaluation techniques
3. diverse populations

OBJECTIVE 3. To describe the concerns of cooperating teachers of business/marketing student teachers.

Although a number of cooperating teachers did not report any major concerns, from discussion and personal observation four concerns (Table 3) were expressed. It appeared that the business/marketing preparation in the area of computer knowledge and skills were of chief concern. Since most business/marketing courses in New York have a computer component, skills in this area were a main component of instructional success. Keyboarding skills align with computer skills. Many of our preservice teachers, especially male students had limited keyboarding skills.

In the area of professional conduct, some student teachers became too close to students and strayed closer to being one of the students that being their teacher. Finally, the area of handling school paperwork was a concern. This would include class attendance, handling mail, and grading papers generated by students.

TABLE 3: CONCERNS OF COOPERATING TEACHERS

1. computer knowledge and skills
2. keyboarding skills
3. professional conduct
4. school paperwork

OBJECTIVE 4. To describe the concerns of business/marketing student teachers of their cooperating teachers.

Although most student teachers did not report any major concerns about their cooperating teacher, from discussion and personal observation six concerns (Table 4) were expressed. It appeared that the students were most concerned about personally, fatigue and the amount of time necessary to preparation. Professionally, outdated teaching methods, lack of freedom to be creative in instruction, lack of support on discipline problems, and lack of opportunities to apply their own pedagogical skills were reported as concerns.

Student teachers were interested in more personal control and freedom in the classroom to utilize the skills and strategies learned in preservice teacher education. In some cases this lack of freedom became a frustration.

TABLE 4: CONCERNS OF STUDENT TEACHERS

PERSONAL

1. Fatigue
2. Preparation Time

PROFESSIONAL

3 Outdated teaching methods

4. Lack of creative instructional freedom
5. Lack of support on discipline problems
6. Lack of opportunity to apply pedagogical skills

OBJECTIVE 4. To describe the concerns of business/marketing student teachers of their cooperating teachers.

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3 Outdated teaching methods

4. Lack of creative instructional freedom
5. Lack of support on discipline problems
6. Lack of opportunity to apply pedagogical skills

CONCLUSIONS

The student teaching experience appeared to be positive for both the cooperating teacher and the student teacher. Students felt well prepared but were concerned about certain issues such as classroom freedom to truly practice their instructional skills. They felt comfortable with their knowledge of business and marketing and confident in their pedagogical skills.

Cooperating teachers felt student teachers were well prepared but would have liked to have student teachers more computer skilled and more polished in their professional skills.

RECOMMENDATIONS

From this preliminary study and further research, the goal is to better prepare future business/marketing educators. Some recommendations for our teacher training are as follows:

1. Continue to emphasize lesson planning, instructional strategies, and class management competencies.
2. Continue to strengthen interpersonal skills.
3. Continue to enhance business/marketing knowledge through coursework and relevant work experience.
4. Increase coursework and skills in microcomputers.
5. Increase student paperwork skills through better planning.
6. Select cooperating teachers who will allow more student flexibility in their instruction and practices.

A Report Of A Study of More Than 1,000 Executives And The Implications Of Their Views Of Education On Tech Prep And The University

by

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Category of Paper: Reviewed
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March 12, 1993

ABSTRACT

This paper reports the results of a study, an annual survey to determine the "Business Pulse," where 7,000 business executives were asked to respond to questions in order to provide insight as to the attitudes of the region's executives in regard to the performance of educational institutions at the K-12, community/technical college, and four-year institution levels. A high level of dissatisfaction was reported for the K - 12 levels while the other levels of education enjoyed strong support. Information was provided as to employment percentages in various industry sectors where companies required only that the applicants be high school graduates. Implications for Tech Prep and the university were discussed.

A Report Of A Study of More Than 1,000 Executives And The Implications Of Their Views Of Education On Tech Prep And The University

This study was conducted in cooperation with BDO Seidman; Piedmont (North Carolina) Triad Chambers of Commerce; the UNC Greensboro's Bryan School of Business and Economics, Department of Management and Marketing; and Branch Banking and Trust (BB&T). BDO Seidman initiated the study as an annual survey to determine the "Business Pulse of the Piedmont Triad," wherein the area's chambers of commerce were asked to participate by sending surveys to their particular area's business executives. The executives were asked to respond to more than 60 questions; the authors of this report were able to add additional questions that were intended to provide insight as to the attitudes of the region's executives in regard to the performance of educational institutions at the K-12, community/technical college, and four-year institution levels.

Purpose

The survey portion of interest to this study was designed to gauge attitudes and collect information from business executives who play an integral role in shaping the Triad's economic future. The 1992 "Business Pulse" reveals some exciting and interesting attitudes and perspectives concerning the satisfaction level of the educational institutions of the Triad, the levels of education of the present workforce, and their opinion as to the need for increased taxes for education.

Respondents

Respondents totaled 1,024 from the original mailing of 7,000 executives. This response of 14% of the population sampled was a significantly higher percentage than the BDO Seidman surveys reported as a nationwide percentage.

Profile of the Respondents

The timing of the study was in the early part of 1992, prior to the Clinton slogan of, "it's the economy, stupid." The recession was having its impact on the Triad. Unemployment was up. Companies represented in the sample were in the retail, manufacturing, distribution/wholesale trade, construction, utilities/transportation and service sectors. Responses were received from all eleven counties that comprise the Piedmont Triad. Some overview statements provide a sense of the profile of the respondents:

1. Thirty-eight percent of the respondents have had to reduce employment during the past year.

2. A majority of the owners postponed expansion plans due to the recession.

3. The Bush administration received a 40% "excellent" or "good" rating on economic issues, while more the 50% rated the administration favorable on foreign trade issues.

4. Only a small percentage of companies actively export and only a very small percentage perceived foreign competition as a threat. Of those companies that export, Canada was the most popular followed by countries in the EEC.

5. Forty-three percent of the respondents were planning to increase the number of full-time employees, 50% will experience no change, and 7% are planning further reductions.

6. Companies reported that the reason for location in the Triad were the cost of doing business and the quality of life.

7. The percentage of those supporting international trade barriers was nearly three times the percentage who face foreign competition.

8. Of those who export, the assistance that was most needed was marketing.

9. Almost half of the respondents reported that improving productivity and efficiency were their major objectives. Only a small percentage saw that improving quality control as the major issue.

10. Only 40% of the family-owned businesses have identified their successor.

11. Six percent of the businesses were minority-owned (race) while 12 % were owned by females.

12. Seventy-seven percent of the respondents had at least a college degree. Thirty-one percent (duplicated count) had additional post-graduate education.

13. Two-thirds of the respondents were either the Chairman of the Board, Chief Executive Officer, President, Chief Operating Officer. The others did not have titles of that magnitude (for instance, Chief Financial Officer).

The State of Education

Few issues evoke as much controversy and opinion as the state of education in North Carolina and the Triad. Quality of instruction, increased funding, and importance as a source of skilled employees are all serious matters and questions were directed at these executives in order to determine a "report card" for the Triad's educational offering as well as to ascertain implications for the "Tech-Prep" movement.

In a seven-question section devoted to education, the executives were asked to respond, first of all, as to their satisfaction with K - 12 quality of education. Their overwhelming response was a resounding "No" (92%). (See Question #1 table below.)

Question #1:
"Are you satisfied with the quality of public education at the high school level and below?"

Yes	No
8%	92%

The second question of this series dealt with the satisfaction with the quality of public technical/community colleges. A response that was reverse to the first question was indicated with 62% saying they were satisfied at the technical/community college level. Although this positive response was not to the degree of extreme registered for the K - 12 quality of education, nevertheless it was positive in the majority. (See Question #2 table below.)

Question #2:
"Are you satisfied with the quality of public education at the technical and/or community college level?"

Yes	No
62%	38%

For the third question, the respondents were asked to similarly approve or disapprove of the public/private education provided at the four-year college/university level. The responses in favor of the quality of the college/university education (77%) was still higher than even the technical/community college level. (See Question #3 table below.)

Question #3:
"Are you satisfied with the quality of public/private education at the four-year college/university level?"

Yes	No
77%	23%

The questioners moved on to the very timely topic of taxes. The executives were to indicate their preference for a tax increase in order to improve the K - 12 education in the Triad. Whereas 92% were dissatisfied with the K - 12 education (see Question #1), 54% were in favor of higher taxes to improve the K - 12 education of Triad children. However, with 46% not approving of increased taxes for this purpose, a sizeable number of them feel that more money is not the answer. (See Question #4 table below.)

Question #4:
"Are you in favor of a tax increase to improve education at the primary or secondary school level?"

Yes	No
54%	46%

The fifth question dealt with a tax increase to improve technical/community college education. Previously, almost two-thirds of the executives expressed satisfaction (62%) with this level of education; an almost identical complement (27%) was in favor of more money being raised to address the issue. It would appear the thinking of the respondents was at least consistent in this regard meaning that, on the one hand, they were satisfied in the majority with the product of this education level, and, on the other hand, did not see an overwhelming reason for increasing taxes to derive more revenue to address this level of education. It is interesting to note that the satisfaction and tax responses for the K - 12 were not similarly complementary (92% were not satisfied but only 54% indicated a willingness for increased tax dollars to address the issue). (See Question #5 table below.)

Question #5:
"Are you in favor of a tax increase to improve education at the technical/ community college or four-year college/university level?"

Yes	No
27%	73%

The next question addressed employee sourcing and the importance of the sources for their employees. The companies reporting indicated that of the three education sources for prospective employees, the technical/community college was the most important source (46%). Colleges/universities and high school were reported on somewhat of an even basis, 29% and 25% respectively.

The information presented, thus far, offers an interesting view of the education trilogy: 1. there was, overall, great dissatisfaction reported with high schools and below; 2. slightly more than half of the respondents (54%) support a tax increase for the K - 12 school; 3. there was a majority satisfaction with both of the post-secondary institution types; 4. there was scant support (27%) for further assisting the post-secondary technical/community colleges and/or the 4-year institutions of higher education through a tax increase.

One would expect to see a more consistent pattern in the degree of expression in satisfaction vs. tax increase desirability. The relationship is there (example, a majority is not satisfied with K - 12 but a majority will support more taxes for that area) but the directly inverse relationship is not present to the same degree and, thus, one must assume extenuating circumstances are at work in impacting on the executives' responses (for example, some of those who are dissatisfied with the K - 12 education might believe that it can be improved with money while others who are dissatisfied might believe the solution is in process only and no additional dollars are needed).

Since the technical/community college level is the most important source of employees, one might predict that more dollars would be forthcoming to further improve the product; only 27 % so indicated. The high school and four-year institutions were approximately even in importance and yet the tax increase varied drastically for the two institutions. The executives seem to be saying that the four year institutions and technical/community colleges "ain't broke so don't fix it" but that the high school does need fixing. The latter view does not embrace the total quality management concept but this view is consistent with the profile of the respondents where it was reported that only a small percentage saw improving quality in the conduct of their business was a major issue (see Item #9, Profile of the Respondents). (See Question #6 table below.)

Question #6:
"Which of the following sources is most important as a source of technically-skilled employees for your company?

High school	Technical and/or community college	Four-year college/university
25%	46%	29%

The last question for the education portion of the survey dealt with the percentage of jobs where the education requirement is only that the applicant be a high school graduate. The responses support the trend of increased demand for a higher level of education than that of high school graduation. However, one will note that there are percentages of companies reporting the high school graduation is an acceptable level throughout the range of possible choices. There is a 50-50 split as to the totality of jobs being reported as requiring only the high school diploma or more than the high school diploma (half of the respondents indicated that more than half of the jobs in their companies require the applicant to have only the high school diploma). In that regard, the results reflect low level education requirements for many of the jobs that represent the current employment situation in the Triad of North Carolina but it is a 50-50 situation. Conversely, only 20% of the respondents reported that 90% (or more) of the jobs in their companies require their applicants to possess more than a high school diploma. This is a pivotal issue. What will the requirements be in the future? This item has portent for the Tech Prep issue and will be discussed later in the Tech Prep section. (See Question #7 table below.)

Question #7:
"What percentage of the jobs in your company require only that the applicant be a high school graduate?"

0% to 10%	11% to 25%	26% to 50%	51% to 75%	76% or more
20%	12%	18%	20%	30%

Due to the widespread contention that service-related firms have higher educational requirements than manufacturing firms, the authors classified respondents by the nature of the industry in which they operated and related this classification with the responses to Question #7 using the chi square analysis. The results indicated that, independent of the size of firms (whether large or small) service firms tended to require that employees be educated beyond the high school level a greater percentage of the time than did manufacturing firms. For example, in more than 27% of the service firms more than 90% of the jobs in these firms required an education beyond the high school level. This contrasts with fewer than five percent of the manufacturing firms having the same educational requirement. At the other end of the spectrum, for more than forty percent of the manufacturing firms, less than one job in four required an education beyond the high school level. This figure compares with approximately 26% of the service firms having a similar education requirement (beyond the high school level). For the other industries, the nature of the industry to which a firm belonged was not related to the education requirement for employees.

The Tech Prep Issue

What is "Tech Prep" (technical preparation)? Although local education agencies may have different implementation methods to the Tech Prep concept, a definition that represents the spirit of the movement was presented by the National Tech Prep Network in the Tech Prep/Associate Degree Concept Paper, "Tech Prep is a sequence of study beginning in high school and continuing through at least two years of post-secondary occupational education. The program parallels the college prep course of study ..." (Tech Prep/Associate Degree Concept Paper, pp. 1 - 2). The Tech Prep concept addresses the need for a world-class workforce in order to enable our nation to effectively compete in the world's markets.

The Tech Prep issue can be crystallized in a simple question, "Should it occur?" Selected trends and predictions of our future workforce have significance for the Tech Prep issue. Citron and Gayle present the following:

1. "Within seven years, the median years of education needed for a new job will be 13.4 years versus the current 12.8 years.

2. One million youths will continue to drop out [of school] annually at a cost of $240 Billion in lost earnings and forgone taxes.

3. One-half of the nation's high school graduates do not go on to college.

4. By the year 2000, knowledge workers (those who collect, analyze, synthesize, structure, store, and or retrieve information) will fill 43% of the available jobs" (Citron and Gayle, pp. 222 - 226).

The Tech Prep issue is a comfortable "fit" with the two educational goals of Cetron and Gayle, co-authors of a text, Educational Renaissance, critical of the state of the national school system (Cetron and Gayle, p. 41). In their book, the co-authors state that most systemic reforms in the 1990's will be designed to meet two goals:

1. "...they will serve to take school control out of bureaucratic hands and move it closer to the classroom, and

2. ...they will replace meddlesome state and national regulations with education performance standards that give local schools a goal and let them figure out how to meet it" (Cetron and Gayle, p. 41).

School reform, for the most part, has had a negative impact on the state of occupational preparation programs. In the rush of school decision makers to tighten standards in high school programs, the result was to increase academic credits and specify the areas (courses) of credit required. When students spend more time on academic subjects that means less time is available for occupational preparation courses.

This "ripple effect" of school reform (decreasing options in occupational preparation) coupled with the increasing need for better-trained workers has brought about the current crises of job/worker availability mismatch. Citron and Gayle state that, "Only 15% of the jobs of the future will require a college diploma, but more than half of all jobs will require post-secondary education and training" (Citron and Gayle, p. 226).

To conclude this rationalization as to why something such as Tech Prep needs to take place in our nation's high schools, consider this statement, "Both ill-prepared new entrants and employed workers, who cannot adapt to changing requirements that new technologies bring to their jobs, contribute to this mismatch" (Citron and Gayle, p. 222).

Tech Prep And The University

As states work to move forward with the Tech Prep curricula, partnerships should be forged between secondary school, the community/technical college systems, the university systems, and the business community. Occupational preparedness often does not end with the completion of a technical curriculum within a community college system. Some percentage of students who enter the Tech Prep curriculum and graduate from a community/technical college program will, at some point in their career, want the career advancement and mobility opportunities typically associated with baccalaureate and even post-baccalaureate preparation. Employers also will most assuredly look for such advancement from some individuals who initially entered the Tech Prep curriculum. Community/technical colleges and universities must work together to ensure that such students do not meet a dead end. Universities are now looking toward 2 + 2 articulation agreements with students in the technical programs within the community/technical colleges. For example, The University of North Carolina at Greensboro has recently established such agreements with community/technical colleges within the state of North Carolina in order to provide students career mobility within business management, nursing, and early childhood education. These agreements have been innovative and have formed a benchmark for relationships between a public university and a community/technical college system. Agreements such as these need to be encouraged. A student who enters the Tech Prep curriculum in marketing should be able to smoothly move to a community/technical college and pursue an associate degree in marketing, and then again move smoothly to the university in order to complete a baccalaureate degree in that major or a closely-related field. While such progression may not be the norm, it must become part of our future.

Summary

When one reviews the projections of future workforce needs, one must conclude that schools need to change. However, school leaders and teachers are reluctant to change. The study reported provocative data that a significant percentage of high school graduates are finding employment with a high school diploma being the requisite education level.

If 50% of the companies in the study are hiring at least half of their employees from the ranks high school graduates and yet 92% of the respondents are dissatisfied with the K - 12 system, the desired "product" is not being made available to employers. School change occurs primarily through external forces: legislation, public outcry and vested interest groups, to name a few. Many states, including North Carolina, are pursuing a Tech Prep plan to provide a long-sought articulation of high school career preparation programs with the community/technical colleges. Additionally, forward-looking universities such as the University of North Carolina at Greensboro are developing formal relationships with community/technical colleges for the articulation and, ultimately, transfer of associate degree credits to be applied toward the the university degree requirements.

Public high schools should revise their curricula to address future workforce issues and offer a more integrated academic and occupational preparation alternative. The poor image of the high schools reported in the study might be addressed by the articulation and focus on career(s) leading to a Tech Prep alternative for students.

Because the respondents did not favor a tax increase for high schools does not mean that this undertaking (developing a Tech Prep program) could not take place. Re-prioritizing the existing budgets of schools is one strategy that could be followed. Several low-cost strategies could be employed such as in-house development of materials and in-house, in-service program(s) for teachers and administrators. (Those strategies could include the development of curricula to provide for the integration of academic and vocational subjects and the use of teachers teaching teachers so that they may acquire necessary skills such as computer literacy.)

Something different must take place to attempt to regain the public's confidence/satisfaction level. This study gives a "nudge" to the Tech Prep alternative. Something has to happen and to address the workforce future would appear to be the melding of the concerns expressed by public, government and vested interest groups for the possible satisfaction of all.

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Work Satisfaction and Organizational Commitment of Marketing Education Teachers

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Abstract

This paper reports the results of a study to assess the capacity of selected intrinsic and extrinsic variables to predict and explain the work satisfaction and organizational commitment of marketing education teachers in secondary schools. A total of 296 marketing education teachers in Georgia, North Carolina, and Tennessee provided information for the study via mailed survey instruments. Two stepwise multiple regression analyses examined the predictive and explanatory power of the independent variables in relation to marketing education teachers' work satisfaction and organizational commitment. The stepwise procedure produced a five variable model for work satisfaction, with four of those variables being significant at the .01 level. A five variable model was generated also for organizational commitment and all five were significant at the .01 level. The findings provide information which should be used by school administrators to help them attract and retain quality marketing education teachers.

Work Satisfaction and Organizational Commitment of Marketing Education Teachers

Individuals who choose to teach marketing education could presumably choose to pursue other careers. A career in marketing education has a particular set of characteristics, rewards, costs, advantages, and disadvantages that, in comparison to other careers, attract certain kinds of persons and cause others to look elsewhere. What is it that causes certain individuals to be interested in teaching marketing education? Even more importantly, why do some marketing education teachers enjoy long, productive careers in the field while others leave after only a short time? It is important to the profession that marketing educators seek answers to these and related questions and come to understand better the factors which attract persons to the field and, subsequently, contribute to their satisfaction with their teaching careers. Logically, work satisfaction is related to teaching effectiveness and teacher retention. Moreover, the extent to which marketing teachers are satisfied with their jobs and remain in their positions for substantial amounts of time is directly related to the general health of marketing education.

The teaching of marketing education does not, of course, occur in a vacuum. Marketing teachers function within the contexts of highly complex environments which vary considerably in nature and quality. Supervisors, administrators, physical plants, resources, salaries, coworkers, and other organizational variables impact marketing teachers in important ways and influence not only their work satisfaction, but also their attitudes toward the organizations in which they work. Anecdotally, some teachers report being extremely pleased with their schools and school systems, and appear to be quite dedicated to the overall success of those organizations. Often, such teachers are more involved in general school activities and usually enjoy pleasant longevity in their positions. Other teachers, however, report being very displeased with their schools and consequently are disinterested in the overall success of their schools. These teachers tend to be involved in the general activities of their schools as little as possible and may actively seek reassignment or relocation. In many ways, the organizational commitment of teachers is vital to the overall effectiveness of schools.

In a literature review, only one study was identified which concerned the work satisfaction of marketing education teachers (Berns, 1989) and virtually no research findings were located that concerned the organizational commitment of marketing education teachers specifically. This was not too surprising, however, since these constructs and the various instruments used to measure them emanated from industrial and organizational psychology. A substantial body of knowledge concerning the work satisfaction and organizational commitment of teachers did emerge, however, when literature in the general field of education was surveyed. Some caution is always necessary when drawing inferences from this body of knowledge, as much of the conceptualization and instrumentation for the study of these constructs in education was drawn directly from industrial and organizational psychology and was frequently based on studies of types of work that did not involve people.

Work Satisfaction of Teachers

The work satisfaction of teachers is probably the most studied of all teacher attitudes. Kottkamp (1990) reported that work satisfaction is usually conceived as "an affective response to work, a job, or components of a job" (p. 97). Historically, teachers have been satisfied with their work and a series of studies have shown rates of teacher work dissatisfaction running consistently under 10% (Hoy & Miskel, 1987). Research conducted during the 1980s has shown increasing rates of teacher dissatisfaction ranging from 13% to 21% (i.e., Metropolitan Life, 1984, 1985, 1986, 1987, 1988).

Benson (1983) indicated that bureaucratic factors of hierarchy of authority, formalization, and impersonality were negatively correlated with teacher work satisfaction. Work routinization and ambiguity concerning the role of the teacher are other variables which have been shown to contribute to teacher dissatisfaction (Conley, Bacharach, & Bauer, 1989). Conley, et al. (1989) also found that teachers who perceived higher levels of positive supervisory behavior by the principal were more satisfied with their jobs, and that among secondary teachers only their perceptions of negative supervisory behavior contributed to dissatisfaction.

Organizational Commitment of Teachers

A key issue in discussions of organizational commitment is the definition of the term itself and at present there is no clear consensus. One popular definition is that organizational commitment is the global evaluation of the linkage between the individual employee and the organization (Mowday, Porter, & Steers, 1982). Research on the organizational commitment of teachers to schools and school systems is extremely limited and no coherent attempts have been made to explain the theoretical foundations of teacher commitment. Some very interesting studies have been done, however, that have examined the influence of specific variables on teacher commitment to schools as organizations. Although they have been conducted unsystematically and from different frameworks, they offer a several insights into organizational commitment among teachers.

Rosenholtz (1989) reported that task autonomy, psychic (personal) rewards, teachers' learning opportunities, and teacher certainty were found to affect teacher commitment significantly.

Among those variables, her analysis revealed that task autonomy was the most powerful explanatory variable related to teachers' organizational commitment. In regard to the psychic rewards variable, she indicated that the more positive feedback given to teachers, the more committed they tended to become. Teachers also became more committed when they were presented with more opportunities to learn.

Freeston (1987) indicated that teacher commitment is significantly related to intrinsically satisfying tasks, formalization, teacher indifference toward organizational rewards, and teacher need for independence. Teachers who enjoyed and were personally satisfied with their jobs, and who expressed high levels of job satisfaction, were more committed to their schools. Clarity of goals, responsibilities, and procedures also contributed to teacher commitment. Teachers who were low in need for independence and low in indifference toward organizational rewards exhibited high levels of organizational commitment.

Reyes (1989) revealed that teacher commitment is affected by the gender of the teacher and the size of the school system. Women tended to exhibit greater levels of organizational commitment than did their male counterparts. In general, the smaller the school system the more likely teachers were to be committed to the organization.

Purpose of the Study

The purpose of the study was to examine the individual and collective capacity of selected intrinsic and extrinsic rewards to predict and explain the work satisfaction and organizational commitment of marketing education teachers in secondary schools. Intrinsic variables of concern were task autonomy, task significance, and task involvement. Extrinsic variables were general working conditions, salary, supervision, and coworkers. The specified intrinsic and extrinsic rewards served as independent variables, while work satisfaction and organizational commitment served as dependent variables in two multiple regression models. Specific research questions addressed in the study were as follows:

1. Which intrinsic and extrinsic rewards significantly explain marketing education teachers' perceptions of their overall work satisfaction and what is the relative contribution of each?

2. Which intrinsic and extrinsic rewards significantly explain marketing education teachers' perceptions of their organizational commitment and what is the relative contribution of each?

Methodology

Subjects

The subjects for this study were secondary marketing education teachers in Georgia, North Carolina, and Tennessee. All marketing education teachers in these states were contacted to request their participation in the study, and 296 participated as subjects by returning useable survey instruments.

Instrumentation

The survey instrument utilized in this study consisted of four parts. The first part concerned basic demographic data, the second contained questions related to the four extrinsic variables, the third dealt with the three intrinsic variables and the work satisfaction variable, and the fourth part measured the organizational commitment variable. Subjects rated questions in sections two, three, and four using a four point Likert-type scale.

The second part included scales developed by Mottaz (1981) to measure four extrinsic variables: general working conditions, supervisory assistance, coworkers, and salary. General working conditions were defined as the extent to which resources were available to teach effectively and addressed areas such as physical plant, equipment, work load, and work volume. Supervisory assistance was defined as the degree to which teachers perceived their supervisors as being supportive and concerned areas such as competence, fairness, helpfulness, and supervisory abilities. The coworkers scale contained questions which measured the subject's perceptions of their peer teachers' cooperation, competence, willingness to help, and ability to work well with others. Salary referred to the extent to which the marketing education teachers perceived their salaries as being comparable to those of others performing the same or similar work.

In the third part of the instrument, the three intrinsic variables and overall work satisfaction were measured. Task autonomy referred to the extent to which the teachers believed that they were in control of their work performance. Task significance referred to the degree to which teachers viewed their teaching as making a significant contribution to the effectiveness of the school. Task involvement concerned teacher perceptions of how rewarding the work of teaching was in and of itself.

Mottaz (1981) reported the reliability and construct validity of the measures of the intrinsic, extrinsic, and work satisfaction variables. In regard to reliability, he reported coefficient alphas of .92 for autonomy, .79 for significance, .88 for involvement, .71 for general working conditions, .82 for supervisory assistance, .82 for coworkers, .83 for salary, and .77 for overall work satisfaction. Mottaz evaluated the construct validity of these scales through factor analysis. Principal components factor analysis with varimax rotation confirmed distinct factors which defined each of the scales.

The fourth section of the instrument consisted of the Organizational Commitment Questionnaire (OCQ) (Mowday, Steers, & Porter, 1979). Mowday, et al. (1979) reported coefficient alphas ranging from .82 to .93 with a median of .90. Their factor analytic work to assess construct validity consistently yielded single-factor solutions which supported the conclusion that the items measured a single common latent construct. In these analyses, the percentage of variance associated with the first factor ranged from 83 to 92.

Data Collection

A cover letter describing the nature of the study and a postage paid return envelope accompanied each of the survey instruments mailed to the 580 marketing education teachers in the three states. One follow-up mailing was conducted for nonrespondents two weeks after the original mailing. A total of 296 teachers returned useable instruments for an overall response rate of 51%.

Data Analysis

Data analyses were performed using Version 6.04 of PC-SAS (SAS Institute, Inc., 1987). Two stepwise multiple regression analyses were utilized to determine the predictive and explanatory power of the independent variables in relation to *marketing education* teachers' overall work satisfaction and organizational commitment respectively. The stepwise solution was selected due to the lack of an a priori theoretical model for ordering the independent variables and to invoke tests at each step to determine the contribution of each variable already in the equation as each additional variable was entered. The magnitude of the predictive power of significant independent variables was examined via the standardized regression coefficients. A conservative .01 significance level was utilized in all statistical interpretation due to the amount of variance not accounted for by the model.

Results

Analysis of the two multiple regression models yielded significant and interesting results. A substantial amount of variance in the dependent variable was accounted for by the combination of intrinsic and extrinsic variables in both models. The stepwise procedure produced a five variable model for work satisfaction, with four of those variables being significant at the .01 level. A five variable model was also generated for organizational commitment and all five were significant at the .01 level.

Table 1 reports the standardized beta weights for those variables which the stepwise procedure incorporated into the model seeking to explain the work satisfaction of marketing education teachers. Two intrinsic variables, task involvement and task significance, and two extrinsic variables, general working conditions and salary, were significant at the .01 level. The relative magnitude of contribution of each significant explanatory variable was determined by its standardized beta weight. A standardized beta weight close to 1.0 indicates a substantial contribution, while one close to 0 indicates little or no contribution (Pedhazur, 1982).

In regard to work satisfaction, the most robust finding was that task involvement clearly emerged as the variable which contributed the most to marketing education teachers' perceptions of their work satisfaction (B = .3688). The other significant variables, task significance (B = .1995), general working conditions (B = .1883), and salary (B = .1567), also contributed to the explanatory power of the overall model, but to a lesser degree. Supervision was included by the stepwise procedure, but failed to meet even a .05 level of significance and produced a standardized beta weight less than .1. The marketing education teachers' perceptions of their coworkers and task autonomy did not significantly contribute to the explanation of their overall work satisfaction.

Table 1

Standardized Beta Weights of Explanatory Variables for Work Satisfaction

Variable	Standardized Beta Weight
Task Involvement	.3688*
Task Significance	.1995*
General Working Conditions	.1883*
Salary	.1567*
Supervision	.0959
Model Statistics:	
R-Square = .47 F = 51.32	p = .0001

* p < .01

Table 2 reports the standardized beta weights for the five variables that the stepwise procedure included in the model attempting to explain the organizational commitment of marketing education teachers. All five variables were significant at the .01 level. Inspection of the standardized beta weights revealed that supervision (B = .2271), task significance (B = .2241), and task involvement (B = .1982), contributed more to marketing education teachers' perceptions of their organizational commitment than did the other two significant variables, coworkers (B = .1446) and general working conditions (B = .1268). The salary and task autonomy variables did not contribute significantly to the explanation of marketing education teachers' perceptions of their organizational commitment.

Table 2

Standardized Beta Weights of Explanatory Variables for Organizational Commitment

Variable	Standardized Beta Weight
Supervision	.2271*
Task Significance	.2241*
Task Involvement	.1982*
Coworkers	.1446*
General Working Conditions	.1268*
Model Statistics:	
R-Square = .41 F = 41.01	p = .0001

* p < .01

Discussion

The most prominent finding in regard to the first research question was that task involvement emerged as the single most important variable in the work satisfaction of marketing education teachers. In other words, teachers who viewed the task of teaching as interesting and rewarding in itself tended to be more satisfied with their work. Intuitively, this finding seems correct in that most teachers probably enter and remain in the teaching profession for altruistic motives. One might conclude that the more teachers enjoy the actual practice of teaching or obtain satisfaction from helping students learn and grow, the more satisfaction they will derive from their jobs. This finding is also consistent with the results of the Metropolitan Life Survey of American Teachers (Metropolitan Life Insurance Company, 1894) which indicated that the vast majority of teachers found the task of teaching intrinsically rewarding. A closely related finding was that teachers' perceptions of task significance, also an intrinsic variable, contributed significantly to work satisfaction. The extent to which teachers believe that their teaching makes an important contribution to the overall effectiveness of their schools appears to influence their work satisfaction substantially.

The extrinsic variables, general working conditions and salary, which emerged as significant explanatory variables in relation to work satisfaction also merit some note. General working conditions are also important to the satisfaction of marketing education teachers. Perhaps these teachers believe that in order to teach effectively and make meaningful contributions to school effectiveness, they need adequate resources and reasonable work responsibilities. Such an interpretation would appear to be common sense. It is not surprising that teachers would be sensitive to this factor given the scarcity of resources in many public schools. The finding concerning teacher perceptions of their salaries as being comparable to those of other teachers is not surprising also. Marketing education teachers are remunerated based on the same salary schedule as other teachers and many are even employed on extended-year contracts.

It is very interesting to observe that while supervision was not significant in relation to the work satisfaction of marketing education teachers, supervision was significant in relation to their organizational commitment and, in fact, manifested the single largest standardized beta weight. That the extrinsic variable, supervision, joined the two intrinsic variables of task significance and task involvement in explaining relatively substantial amounts of variance associated with organizational commitment is somewhat unusual in context of the related literature. This may be a function of the critical leadership role that principals fulfill within our secondary schools. The central and pivotal role of the principal is emphasized throughout the literature on effective schools. Teachers' perceptions of their coworkers and general working conditions also contributed to their organizational commitment, albeit to a lesser degree. In general, these findings suggest that teachers who are led by fair and supportive principals, who enjoy teaching and believe that they are making a contribution to the effectiveness of their schools, who feel that they work with competent and cooperative coworkers, and who have adequate resources, tend to be committed to the schools and school systems in which they function.

This study yielded some important information that may be useful in improving the work satisfaction and organizational commitment of marketing education teachers in the secondary schools. While it may be difficult for administrators to influence directly the intrinsic values which teachers possess in regard to their teaching and the contributions they are making, administrators should be sensitive to the impact of these factors on teacher satisfaction and commitment. School administrators should also be aware of the effect their leadership has on teacher loyalty and work to improve other extrinsic aspects of the teaching environment such as general working conditions, salaries, and productive relationships among teachers. If the public schools are to attract and retain quality marketing education teachers, these attitudinal and environmental changes are essential.

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THE CONCEPTUALIZATION OF A PROFESSIONAL DEVELOPMENT PROGRAM FOR BEGINNING VOCATIONAL TEACHERS

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THE CONCEPTUALIZATION OF A PROFESSIONAL DEVELOPMENT PROGRAM FOR BEGINNING VOCATIONAL TEACHERS

Abstract

The proposed paper describes the theoretical framework and the research that went into the development of a program designed to assist the beginning vocational teacher to become a professional teacher. It further describes the outcome of the research, the professional development program and the following components: professional development center, local professional development coordinator, detailed orientation, beginning teacher handbook, structured mentoring program, peer support groups, systematic administrator support, series of ongoing inservice workshops, courses for certification or graduate credit, coaching in reflection, and a professional development plan.

THE CONCEPTUALIZATION OF A PROFESSIONAL DEVELOPMENT PROGRAM FOR BEGINNING VOCATIONAL TEACHERS

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Beginning teachers usually accept all of the responsibilities of teaching just as experienced teachers do. Many suffer through their first years with no assistance to help with their lack of experience. In recent years, the problems and inservice needs of beginning teachers have caught the attention of many researchers and there is a growing literature base addressing the needs of these teachers (Veenman, 1984; Huling-Austin, Odell, Ishler, Kay, & Edelfelt, 1989). An even broader perspective of the induction needs, including but not limited to inservice needs, of novice teachers has been a priority for some researchers. The profession is beginning to see findings reported in the literature that are valuable in planning induction programs (Yarger, 1982; Roper, Hitz, & Brim, 1985; Thies-Sprinthall, 1986). This research has been primarily limited to the induction process for academic teachers in traditional classrooms.

Until a five year investigation into the induction process for beginning vocational teachers in 1988-92, there has been very little attention paid in the educational research literature to the induction process and needs of beginning vocational teachers (Fuller, 1987; Camp, 1988). The professional development program presented in this paper is the final product of this five-year investigation. This paper will present the components of an induction assistance program designed for the professional development of beginning vocational teachers (Heath-Camp & Camp, 1992).

Conceptual Framework

Super, Crites, Hummel, Moser, Overstrict, & Warnath, (1957) proposed a comprehensive theory of vocational maturity. The Super, et al theory provides a very direct basis for examining teacher professional development. The pre-service teacher is at the latter part of what the Super model described as the exploration-trial stage. The transition between Super's exploration-trial stage and the subsequent establishment-trial stage corresponds to the induction phase in the development of beginning teachers.

The process of becoming a teacher takes place over an extended period of time (Hoffman, Edwards, O'Neal, Barnes, & Paulissen, 1986; Wildman & Niles, 1987). Teacher professional development can be visualized as a continuum including preservice education, induction, and continuing development.

"Induction" is the broad process by which a novice teacher becomes integrated into the profession of teaching. (Waters, 1985). During the induction period, the novice teacher makes the transition from being a student or worker to becoming an established teacher (Fuller, 1969; Glickman, 1981; Huffman & Leak, 1986).

As the teacher shortage develops over the next decade (Wise, 1988), and as demands for reform and improvement in education continue, we need to find a productive and effective way to assist the beginning teacher in making a smooth transition through the varying stages of professional development, particularly the critical induction period. What is needed is a structured, well-conceived, collaborative approach to induction assistance, based on research, educational theory, and experience. The program described in this paper provides just such a mechanism.

Methods

The research began in 1988 and was designed to investigate the induction process of beginning vocational teachers. It has involved a wide range of both qualitative and quantitative data collection and analysis techniques. Research techniques used in the study are described in the paragraphs that follow.

Nominal Group Technique (NGT) focus sessions, focus group sessions (buzz groups), and in-depth individual interviews with NGT participants were conducted using 10 samples of beginning vocational teachers. Over 100 in-depth individual interviews and 54 NGT sessions were performed over a two-year period. The participants came from 8 states and involved beginning teachers in various stages of their first three years of teaching.

Two samples of beginning vocational teachers (12 teachers) were intensively followed up by means of daily tape-recorded logs throughout their first year and weekly tape-recorded logs throughout their second year of teaching. A year-long series of on-site visits were conducted for observations and for in-depth interviews with the teachers, principals, vocational directors, mentor or buddy teachers, and selected students. Two additional samples of teachers (14 teachers) completed job satisfaction scales, stress scales, and other personality and psychological instruments on a weekly repeated-measures basis during their first year of teaching.

A national survey using a probability sample of all beginning vocational teachers in the United States (N = 625) was conducted during the school year 1989-90. An appropriate instrument was developed, validated, and field tested. An overall response rate of 76% was finally achieved. Early-late comparisons indicated the respondents were representative of the population.

Exemplary induction assistance programs were examined. All state directors of vocational education were contacted and asked to submit nominations for outstanding, innovative, or exemplary programs of induction assistance involving vocational teachers. Over 30 programs were nominated. Personnel from all of these programs were contacted for additional information. After receiving the materials, telephone interviews were conducted with the directors of six programs and field visits were made to study two programs in detail. The remaining programs were reviewed based on the materials they provided.

As previously stated, quantitative and qualitative analysis both took place. This analysis resulted in written case studies; lists of problems, assistance needs, negative activities, and other activities that took place in the lives of beginning vocational teachers; descriptions of exemplary induction programs; the development of the national survey; a determination of uniqueness of experiences to vocational teachers; and comparisons of teachers with and without teacher-education backgrounds. The results of this analysis led to the development of the program for the professional development of beginning vocational teachers.

Results

Because of space and time limitations, this paper will not report specific results of the research. The interested reader is referred to Heath-Camp, Camp, Adams, Talbert, and Barber, (1992). On becoming a teacher: Research on the induction of beginning vocational teachers. Berkeley: National Center for Research in Vocational Education, University of California at Berkeley. That monograph provides four chapters of detailed results from the research. Even though we have not detailed the results for the purpose of this paper, we are taking the liberty of sharing selected conclusions from the monograph that pertain to this paper.

Conclusions

Fully a quarter of both positive and negative experiences of beginning vocational teachers are vocational-specific. They occur because of the discipline-specific peculiarities of the program and would not be experienced by teachers from other academic disciplines. Not only that, but the individual experiences of teachers are all fundamentally different. While we found that Ryan's (1986) fantasy and survival stages are indeed common experiences of beginning vocational teachers, the specific details are different for every novice. Thus, one conclusion became quite clear--induction assistance programs need to be flexible to be successful.

A second very clear finding was that mentoring programs are the most common approach to induction assistance. Yet, it was also evident from our research that mentoring programs alone are not likely to produce positive results in the long run. Where mentors were appointed but not adequately trained and supervised, the assistance actually received by beginning teachers was spotty and often negligible. Even where the mentors had been trained, the results were marginal unless administrative support for the program was adequate and continuing. Moreover, there are any number of successful induction assistance methodologies in addition to mentor-teacher programs. In the rush to embrace mentoring, many school systems have prematurely discarded other concepts that have proven valuable. Thus, we conclude that rather than a simple mentor-based approach, a more comprehensive program for induction assistance is needed.

We found that induction assistance programs that were successful were multi-faceted and broad-based. Thus, a third major conclusion of our research was that the induction of beginning vocational teachers should not be the sole responsibility of any single agency. The importance of a competent, empowered teaching faculty in our nation's vocational classrooms is too critical. And the complexity of the task of developing that kind of faculty is too great. Thus, teacher induction should be a collaborative effort among the various constituencies involved.

A Proposed Solution

Based on the research it was concluded that a comprehensive induction assistance program for beginning vocational teachers should consist of 11 components. Once a model induction assistance program was developed, it was submitted for validation to a panel of six nationally recognized authorities on teacher induction programs. The program consists of the 11 components found in Figure 1.

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° Figure 1.                                                 |
| Components of The Induction Assistance Program            |
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Ã----------------Ú---------------------Ú----------------Â
°  Systematic    °  Local Professional  °  Professional  °
°  Administrative °  Development         °  Development   °
°  Support       °  Coordinator (LPDC)  °  Center (PDC)  °
Ã----------------é---------------------é----------------Â
°  Detailed      °Ö-------------------Ì°  Beginning     °
°  Orientation   °°                   °°  Teacher       °
Ã----------------Â°    PROFESSIONAL   °°  Handbook      °
°  Certification °°                   °°                °
°  Courses       °°    DEVELOPMENT    °Ã----------------Â
Ã----------------Â°                   °°                °
°  Structured    °°    PROGRAM        °°  On-going      °
°  Mentoring     °°                   °°  Inservice     °
°  Program       °Ù-------------------ì°  Workshops     °
Ã----------------é---------------------é----------------Â
°  Coaching in   °  Professional        °  Peer          °
°  Reflection    °  Development Plan    °  Support Group °
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Discussion of The Professional Development Program

Program Goal and Objectives

It is the overall goal of this program to provide a flexible and adaptable mechanism for beginning vocational teachers to have a smoother transition into the field of teaching. More specifically, the objectives of this program are to:

1. provide support services to the beginning teacher through a professional development center, a coordinator who can assist in developing professional competencies, a mentor, and meaningful feedback from a number of sources;

2. assist the beginning teacher in becoming oriented to his or her school and school system, and its operations and procedures, and to the field of teaching;

3. provide resources to the beginning teacher such as a teacher handbook, teaching materials, curriculum, etc.;

4. provide an environment for interaction with other new teachers;

5. provide a series of inservice workshops on topics identified through the research and an assessment of the needs of beginning teachers actually participating in the program;

6. assist uncertified teachers to become certified;

7. provide the skills and opportunities for beginning teachers to reflect on their teaching and professional responsibilities;

8. assist beginning teachers to establish their own goals and objectives; and

9. retain promising talented teachers in the field of teaching.

Descriptions of Components

Professional Development Center. The Professional Development Center (PDC) is a service agency physically located within and administered by a Local Education Agency (LEA) or a consortium of LEAs. It is planned and operated in a collaborative relationship with the state department of education and an appropriate teacher-education institution. The PDC is located within a school rather than in the system's administrative offices. The purpose of the Center is to house materials that will be of assistance to both beginning and experienced vocational teachers and vocational teachers who are student teaching. A vocational teacher of any level of experience may use the center and seek assistance from the Local

Professional Development Coordinator (LPDC). The most critical characteristics of the PDC are listed in Figure 2.

FIGURE 2.
THE PROFESSIONAL DEVELOPMENT CENTER (PDC) IS:

- LOCATED IN A LOCAL SCHOOL
- A COLLABORATIVE EFFORT AMONG SCHOOL, UNIVERSITY, AND STATE DEPARTMENT OF EDUCATION
- OPERATED BY A FULL TIME COORDINATOR (LPDC)
- FUNDED JOINTLY BY
    - LOCAL SCHOOL OR CONSORTIUM
    - UNIVERSITY
    - STATE DEPARTMENT
- RESPONSIBLE FOR PROFESSIONAL DEVELOPMENT AT LEVELS OF:
    - PRESERVE
    - INDUCTION
    - CONTINUING DEVELOPMENT

Local Professional Development Coordinator (LPDC). The PDC is operated by a Local Professional Development Coordinator. It is recommended that the LPDC be a regular vocational faculty member of the local sponsoring school system, rather than an administrator within the system or a university faculty member. The LPDC is an accomplished teacher who is interested in assuming exceptional leadership responsibilities for a short period of time. He or she is not necessarily moving permanently out of the classroom. The LPDC is trained by the cooperating teacher-education agency or the previous LPDC in providing inservice activities and in organizing and operating an induction assistance program.

The LPDC has the primary responsibility for the organization and conduct of an induction assistance program for beginning vocational teachers. In this role, the coordinator is responsible for identifying beginning vocational teachers and training experienced and successful teachers to serve as mentors. With the assistance of school administrators, the coordinator then facilitates the matching of mentors and novices. The LPDC should be out in the schools observing beginning teachers, providing inservice training, meeting with administrators, and training and assisting mentor teachers. The LPDC should also have routine hours in which he or she is available in the Center to assist teachers. In addition, the coordinator organizes ongoing professional induction support and assistance seminars for the novice teachers. Finally, the LPDC seeks out and coordinates college, state department of education, and professional organization assistance and training opportunities for both beginning and other vocational teachers. For a summary of the responsibilities of the LPDC, see Figure 3.

FIGURE 3.
THE LOCAL PROFESSIONAL DEVELOPMENT COORDINATOR (LPDC)

- IS LOCATED IN THE PROFESSIONAL DEVELOPMENT CENTER
- IS ASSIGNED FULL TIME (AT LEAST RELEASED PART TIME)
- JOINTLY APPOINTED BETWEEN UNIVERSITY AND SCHOOL SYSTEM
- IS RESPONSIBLE FOR TRAINING MENTORS
- ORGANIZES AND SUPERVISES INDUCTION ASSISTANCE PROGRAM, INCLUDING
    * MENTORS
    * BEGINNING TEACHERS
    * UNIVERSITY ASSISTANCE
    * STATE DEPARTMENT OF EDUCATION ASSISTANCE
    * PROFESSIONAL ORGANIZATION ASSISTANCE
- ORGANIZES AND ASSISTS IN MANAGEMENT OF A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM
    * CREDIT COURSES
    * NON-CREDIT WORKSHOPS
    * LOCAL INSERVICE TRAINING

Regardless of his or her level of experience, the coordinator must receive specialized training in the induction assistance role. Skills in the clinical assistance of novice teachers, reflective self-critique, mentoring, and staff development are not inherited human capabilities. The LPDC should be well educated in theory and research as well as practice.

Detailed Orientation. The research shows evidence that many beginning vocational teachers are not given adequate orientations to their respective school systems. Those who do receive orientations are often given so much information that "sensory overload" results and much needed knowledge is lost. The LPDC ensures that new vocational teachers are given the information that our research indicates is important from the very outset. Moreover, the coordinator ensures that the orientation does not include information that can wait until later. Close monitoring of this information will help to avoid the sensory overload that often results from too much information at once.

Beginning Teacher Handbook. One of the findings that repeatedly emerged from our data was the need for a concise handbook that beginning teachers could use for routine information and to guide them as they become inducted into their teaching roles. The handbook should include actual information needed by teachers in order to operate within the system. It also should include checklists of people for teachers to meet and contacts for them to make as well as other information and procedures needed by beginning vocational teachers. This handbook has been developed based on the research conducted for this program and is part of the materials provided for this induction program. For details of the content of the handbook, the interested reader is encourage to contact the authors.

Structured Mentoring Program. In almost every beginning teacher program that was studied, mentoring was a strong component. The literature is rich on the use of mentoring and there are numerous mentoring programs throughout the nation. The beginning teachers who were studied for the development of this program, also identified "having a mentor in their own subject" as a valued component of an induction program.

Mentors should be supportive, nurturing, guiding persons of greater experience. Mentoring skills are not inherent in experienced teachers. Mentors should be thoroughly trained and supervised to fulfill this role and their training must be something more than a single, brief inservice workshop. Mentors also should be given released time to work with their protégés. This program provides a structured approach on the use of mentors for beginning teachers and precise activities that should take place as part of the mentoring program.

Peer Support Groups. Beginning teachers who participated in the research elaborated on the need to interact with other beginning teachers in a non-threatening environment. This program incorporates meetings of peer groups as part of the activities of the induction process. In this activity, a group of beginning vocational teachers meet on a regular basis during school hours. Outsiders such as the LPDC will not normally attend the peer support meetings unless invited, but he or she will arrange the meetings and solicit topics prior to the sessions. The purpose of these meetings is to give beginning teachers an opportunity to share experiences and ideas among themselves. Care should be taken when the sessions are arranged to insure that the meetings' outcomes result in problem solving and the sharing of positive experiences rather than destructive "complaint" sessions. Of course follow-up with the beginning teachers on the effectiveness of this activity should take place after each session.

Systematic Administrator Support. Without active support from local administrators and other supervisory personnel, the induction assistance program cannot succeed. Workshops and individual discussions should be conducted initially and periodically by the LPDC with principals and other school administrators with responsibility for working with beginning teachers. The purposes and procedures of the induction program should be explained and administrators' assistance and support should be sought. Administrators also should be trained in how to work more effectively with beginning vocational teachers. The criticality of appropriate work loads and class assignments for beginning vocational teachers is one aspect of administrator support that should be emphasized. A second important source of administrative support that should be emphasized is early POSITIVE feedback followed only later by regular CONSTRUCTIVE feedback.

Series of Ongoing Inservice Workshops. The research identified an extensive list of inservice needs of beginning vocational teachers. Using the list of needs as a starting point, the priorities for different groups of teachers should be set based on a needs assessment for each group of teachers.

Beginning teachers with certification based on business and industry experience need immediate help in lesson planning and becoming familiar with the curriculum. Teachers with teacher-education backgrounds have more immediate needs in topics such as stress management and classroom discipline strategies. It is important to understand that beginning vocational teachers are unfamiliar with their roles and so may not have a solid perception of what their actual needs are.

There are several important points to be made about these inservice workshops. They should be made available on an as-needed basis. They should be short in duration and offered throughout the year. For instance, as opposed to a single three-day inservice training at the beginning of the school year, there might be a series of 2 or 3-hour workshops planned throughout the year. As in the case of the orientation, our research indicates that sensory overload often occurs when too much information is given to the beginning teacher too early in the first year.

Courses for Certification or Graduate Credit. For alternatively or vocationally certified teachers, it is important that course work required for certification be available at appropriate times. Coordination of this activity is one responsibility of the LPDC. In addition, in some states, certification requirements include demonstrating competency at performing certain teaching behaviors. A professional development course has been developed as part of this program and may be used for certification or recertification credit if approved by the state certification personnel. State certification and recertification requirements vary and several activities proposed by this program may qualify for recertification credit. Coordination of coaching activities for meeting state and/or local certification requirements are the responsibility of the LPDC.

Coaching in Reflection. Once the teachers in our study began to move past their initial desire to simply survive, it became clear that they were placing much more emphasis on improving their teaching skills--on using new approaches to delivering instruction. Particularly for those who maintained daily and weekly logs throughout their first two years, there was a repeated emphasis of the value of thinking about what they had done and about how to improve their teaching and other behaviors in their roles as teachers. On numerous occasions, participants indicated that being a part of the study caused them to think about what they were doing and, in effect, to "reflect" on their teaching and their roles as teachers.

The educational literature suggests (Schon, 1983; Grimmett, 1988; Schon, 1988) and our research supports the importance of reflective self-examination for the beginning teacher of vocational education. Indeed, the participants in our research indicated that the opportunity to think about what they were doing and how it affected them was of great importance to them. Even though this was an unintended outcome of the research, this was important nonetheless.

Beginning teachers should be given guidance and encouragement in the processes of reflective self-examination of their roles and behaviors as teachers. They should have structured exercises that will assist them in finding the time and the opportunity to participate in reflective self-examination. The LPDC should provide initiative and guidance in this effort.

This program will provide numerous opportunities for the beginning teacher to participate in self-reflection. These opportunities include such activities as being involved in small group discussions, discussions with the LPDC and mentor teacher, workshop activities, course activities, self-analysis questions and answers, and video taping and self critique.

Professional Development Plan. The purpose of the professional development plan for a beginning teacher is simply to give the beginning teacher an opportunity to think about his or her future and to determine short-term and long-term goals. The plan should not be a cumbersome task, but an opportunity to explore what the beginning teacher hopes to accomplish. This plan should be developed as a collaborative effort among the beginning teacher, the LPDC, and the mentor teacher. Each plan should be individualized and designed to meet the needs of the beginning teacher so that he or she may become a knowledgeable, confident teacher. The LPDC and the mentor periodically should discuss with the protégé short-term and long-term goals and assist him or her to determine the objectives that have to be reached in order to meet those goals. The induction program calls for the beginning teacher to set one-year and five-year goals and objectives for his or her professional career.

Final Remarks

This structured induction assistance program is a well-researched, comprehensive system. The program can be taken as a whole or in any combination of parts to serve the individual needs of specific school systems and beginning vocational teachers. The beginning teachers handbook is adaptable to specific programs and has been adapted to serve the needs of beginning marketing teachers in Virginia. The program is designed in such a way that not only can it serve as an induction program for beginning vocational teachers, but it could be implemented as continuing professional development for all vocational teachers. An introductory guide (Heath-Camp & Camp, 1992a) and a set of implementation manuals (Heath-Camp & Camp, 1992b) for the program were developed and are available through the National Center for Research in Vocational Education, University of California at Berkeley Materials Distribution Service at Western Illinois University (800) 637-7652.

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Retail Sale Customers:

Preparation and In-Store Behaviors

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Refereed Paper

Running head: RETAIL SALE CUSTOMERS

Abstract

Two hundred twenty-two retail sale customers were interviewed at the point of purchase in a consolidation sale center. Responses regarding preparation for shopping, in-store behaviors, and demographics were analyzed by frequency distribution. Sale patrons, predominately female, showed evidence of noteworthy characteristics and behaviors. Shoppers were generally purposive in their shopping. They knew about the sale before arriving in the store, were excited to shop, were motivated by bargains, and showed evidence of planning.

Retail Sale Customers:
Preparation and In-Store Behaviors

Requirements for retailers to achieve profit through meeting customer needs have led to intense study of consumer characteristics and behaviors. Many of those investigations have focused on the development of shopper typologies. While population, product category, and methodology have varied among the studies, emphasis has been on general shopping behavior. None has focused specifically on the characteristics and behaviors of sale shoppers. Therefore, the purpose of this study was to examine the preparation, in-store behaviors, and characteristics of sale patrons.

Tauber (1972) envisioned shoppers as seeking to fulfil personal and social motives for shopping. His personal motives included role playing, diversion, self-gratification, learning about new trends, physical activity, and sensory stimulation. His social motives were social experience outside the home, communication with others having a similar interest, peer group attraction, status and authority, and pleasure of bargaining. Several of these appear closely related to the behaviors of sale patrons. In addition to the work of Tauber, several others have developed shopper typologies. Most were founded, at least in some measure, upon the early work of Stone (1954). Stone identified four shopper types: economic, personalizing, ethical, and apathetic. Other typologies (The Chicago Tribune, 1955; Stephenson & Willet, 1969; Darden & Reynolds, 1971; Darden & Ashton, 1974; Moschis, 1976; Williams, Painter, & Nichols, 1978; Bellenger and Korgaonkar, 1980; and Westbrook & Black, 1985) characterized shoppers into two to seven descriptive shopper types. For example, Tatzel's (1982) characterizations were fashion conscious, independent, anxious, and apathetic. Bellenger and

Korgaonkar's (1980) work focused on topics of recreational, economic, and convenience shoppers, while Westbrook and Black's (1985) interests were in recreational and apathetic types, among others. Fuller and Blackwell (1992) categorized shoppers as cautious, recreational, and convenience.

This study sought to build upon the understanding of previous works by investigating consumers in their roles as sale patrons. Specifically, preparatory and in-store sale shopping behaviors as well as general demographic variables were examined.

Objectives and Procedures

The objectives of the project included: exploring how consumers prepare for and shop sales, identifying whether there are specific behavior patterns characteristic of sale patrons, exploring why consumers shop sales, and identifying whether there are specific demographic attributes which are characteristic of sale patrons. The anticipated outcomes included: increased understanding of the characteristics of sale patrons, increased understanding of sale shopping preparation, increased understanding of sale patronage behavior, and enhanced partnerships with the retail community through successful cooperation in a research effort which benefitted both retailer and researcher.

The search to identify a microcosm in which to study sale shopping characteristics and behavior led to the selection of the research site. In order to focus specifically on sale patronage a major retailer was selected because of its role as a regional consolidation clearance center. Twice each year (spring/summer or fall/winter) merchandise is brought to the consolidation center to be cleared. A major portion of the retail floor space of this branch store is committed to clearance merchandise for the succeeding six months. This creation of a sale shopping environment provided a truly unusual opportunity to examine customer behaviors and characteristics at a single concentrated location.

Permission was obtained from local and corporate management to interview store sale customers. An interview instrument was designed and tested by students enrolled in a sophomore level university course in research methodology. Student and faculty interviewers were trained in interview techniques.

In order to follow the pattern of consolidation sale advertisement publication in local newspapers on Thursdays, interviews were conducted on Fridays and Saturdays over a seven week period. Interviewers positioned themselves near the sales registers in the women's apparel departments and approached customers either as they waited in line or when they completed their transactions. Times for the accidental sampling technique were rotated to obtain a cross section of shoppers.

Results

Two hundred twenty-two customer interviews were analyzed by frequency distribution. Findings are reported in three sections. First, consumer response will be detailed with regard to shoppers' preparation. Second, in-store experiences will be outlined. Third, customer demographic characteristics will be explained.

Preparation for Shopping

Nearly 85% of the shoppers responding knew about the clearance sale before coming to the retail site. Forty-three percent knew about the sale through newspaper advertisements, while 15% cited word of mouth as their source of information.

Most of the sale shoppers had previous experience with the consolidation sale center. Forty-seven percent shopped the center 1-3 times per year, 18% shopped 4-6 times per year, 4% shopped 7-9 times per year, and 28% shopped more than 9 times per year at this site. Typically customers traveled less than 30 minutes from their work or home to arrive at the store. Thirty-eight percent traveled 15 minutes or less, 37 % traveled 16-30 minutes, 18% traveled 31-60 minutes, and 4% traveled more than 60 minutes. Many respondents, even a few from out of state, commented that the consolidation center was a planned destination for their travel. Respondents' zip codes were concentrated in the Houston metropolitan and surrounding areas. Only seven participants reported residences with out-of-state zip codes.

When asked how they had planned for their shopping, 38% of the sale shoppers responded that they had planned, before coming, how they would pay for their purchases. Twenty percent had planned what to buy. Less than 1% had arranged for child care. Open ended responses for those citing "other" preparations included 5% who had been watching for a sale and 3% who wanted to see "how much damage they could do."

A majority (56%) of participants stated that they were motivated to shop by bargains. Seven percent were motivated by need and 6% were shopping for fun. Categorized voluntary comments reflected motivations related to finding good buys (10%), needed items (2%), getting out of the house (4%), spending money (2%), and having fun shopping (2%). When asked whether they were excited to shop 81% reported that they were excited to shop at the consolidation center on that day. When prompted to tell the interviewer about their excitement 24% made references to fun and loving to shop, 22% to bargains, 8% to wishing they had known sooner about the sale, 6% to finding what they came for, and 5% to waiting for the sale. Fifty percent stated that they did not plan what they intended to buy before arriving while 48% did plan what they intended to buy.

In-Store Behavior

Once at the retail site, 43% reported buying what they intended to buy. Similarly, 43% purchased additional items. Comments about buying intentions and actual purchases included references to just coming to shop (8%), good prices (8%), not having intentions (4%), coming for a specific item (2%), and the ability to always be able to come back for more merchandise (2%).

The amount of time patrons had spent at the consolidation center on the day of the interview varied. It is recognized that the time of the interview in relation to the time the store had opened affected these responses. Twenty percent had spent less than 30 minutes in the store, 39% 31-60 minutes, 29% 61-120 minutes, and less than 1% had spent more than 2 hours. A slight majority (51%) of the respondents were shopping alone and a large number (45%) were shopping for themselves. Others were shopping for family members (21%), or gifts (1%). No one reported shopping for resale.

Responses to the open-ended inquiry, "How do you feel about your purchases and shopping experience today?", further reflected variety. Comments included good buys (37%), great (20%), fine or OK (14%), pleased to shop here (9%), too picked over (6%), hectic (4%), wonderful (2%), fantastic (2%), and unhappy because merchandise is not returnable (less than 1%).

Demographic Characteristics

Ninety-one percent of the 222 participants were female. This is consistent with expectations since data were collected at register terminals in women's apparel departments. The ages of respondents clustered in the 30 - 49 year-old range. However, all categories of ages were included in the distribution. One percent were 18 years old or younger, 4% were 19

21, 16% were 22-29, 20% were 30-39, 27% were 40-49, 10% were 50-59, 15% were 60-69, and 6% were 70 years old or older.

Many (31%) of the shoppers surveyed resided in 2-person households, 11% in 1-person households, 22% in 3-person households, 18% in 4-person households, 10% in 5-person households, and 8% in households of 6 or more persons.

The educational level of participants noting their highest educational level achieved was impressive. Five percent of these consumers had doctoral degrees, 16% had master's degrees, 29% had baccalaureate degrees, 5% had associate degrees, 25% had completed some college work, 15% had a high school diploma or its equivalent, and only 3% had attended only some high school.

Conclusions

This sample of sale shoppers did show evidence of preparation for the shopping experience. Nearly 85% knew about the sale before coming. This, coupled with the extended distances which consumers were willing to travel, suggests elements of planning were in effect. The distance traveled, in many (22%) cases more than 30 minutes, is especially noteworthy since the study was conducted in the heart of a major metropolitan area which is peppered with excellent retail facilities.

Other evidence of consumers' preparation is available in answers to the two related questions to which consumers responded that they planned what to buy (20%) and planned what they intended to buy (48%). The sizable difference in these response rates is likely to be attributable to differences in the specific wording of the items and the sequence of the interview process itself. The occurrence (35%) of planning payment method further supports the concept of consumer preparation.

Motivation and excitement for the shopping experience can also be seen as a component of preparation. Eighty-one percent were excited to shop, and 24% of those who commented about their excitement were excited because shopping is fun and they love to shop. In both open-ended (22%) and closed-ended (56%) responses, consumers were motivated by bargains.

Most noteworthy of the in-store behaviors is consideration that not only did 43% report buying what they intended to buy, but also that 43% bought additional items. Future cross-tabulations between these items and those measuring planning what to buy will be particularly worthwhile.

While other variables studied may be useful in delineating preparation, behavioral and demographic traits of sale shoppers, greater benefits may be to the retail site. Specifically, the influence of newspaper advertisements, frequency of store visits, zip code distribution, time spent in the store, preparation for payment, and demographic profiles may be useful.

Future research, building upon this foundation will explore in three directions. First, correlations between consumer behaviors and characteristics reported here will be analyzed. Second, comparisons will be made between these sale patrons and mainstream retail shoppers. Third, future interviews will examine, specifically, consumer characteristics and behaviors as they relate to the shopper typologies reported in the literature.

Benefits from this study may be seen on two levels. First, it is expected that the participating department store will benefit from the research by obtaining increased information about the customers they serve. Knowledge about geographic draw, customer behaviors, and demographics can facilitate goals of customer satisfaction. Ancillary to this is the fact that the exercise of having researchers in the store telling customers that the store is interested in them by asking questions has positive impact on customer perceptions of the store.

Second, in an exploratory manner, this research contributes to a fundamental understanding of sale shoppers and their behaviors. It has implications for application in retail planning, extending what is known of human behavior in the context of shopping behavior, and contributing to the understanding of the consumer as an economic entity.

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DETERMINING SPECIFIC OUTCOMES FOR A CURRICULUM

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RUNNING HEAD: Program Specific Curriculum Outcomes

DETERMINING SPECIFIC OUTCOMES FOR A CURRICULUM

Abstract

This process for curriculum development could be applied in a variety of vocational programs, and was field tested in a higher eduction merchandising program. The focus group technique, borrowed from market research, was a key element because of the unique opportunities it afforded for both "fine-tuning" a curriculum and generating fresh ideas. It consisted of four stages; 1. questionnaire development, 2. focus group interaction, 3. analysis and synthesis of data, and 4. questionnaire revision. In the pilot test, the focus group technique allowed the valuable opportunity for elaboration and explanation as well as the communication of ideas not included in the written questionnaire.

DETERMINING SPECIFIC OUTCOMES FOR A CURRICULUM

Stimulated by a continuing committment to provide the specific outcomes merchandising students really needed for successful career preparation, a method was developed that would afford a focused curriculum. Plentiful advice concerning the broad outline of a merchandising program could be found in the literature; the authors felt an urgent need for direction for specific outcomes to insure the most appropriate preparation for graduates. The method was a combination of market research techniques and needs assessment principles from educational research. It provided direction by periodically questioning those groups with the most interest in the program. Properly used, it clarified workplace expectations of graduates and produced favorable interaction with key community groups. Although it was field tested in a merchandising program, the authors saw application in a variety of vocational programs.

Review of Literature

Needs Assessment

The term "needs assessment" gained popularity during the 1970's in response to federal and state laws which required educational agencies to conduct assessments as part of program planning (Kaufman, 1977). Great diversity exists in assessment methodology. Depth and complexity of analysis, as well as techniques, vary widely (Witkin, 1977). There are numerous methods available, yet no universally accepted model of the needs assessment model exists (Misskey, Moss, Lee, and Hill, 1985). As Kaufman (1977) suggested ". . . there are no 'right' or 'wrong' modes. Rather, there is an array of possible choices available . . .". (p.60). Similarly, Witkin stated, ". . . perhaps the best guidelines for the planner is to ask, 'why do I want a needs assessment?' and 'What will I do with all that data when I get it?' "(Witkin, 1977, p.14).

Most models are centrally concerned with goal clarification or verification (Kaufman, 1977). Kaufman (1972), credited with authoring the "classical" method of assessing needs, listed four basic components: 1. generation and ranking of goals, 2. determination of the existing condition or status of each goal, 3. indentification and analysis of discrepancies between goals and present status, 4. assignment of priorities to discrepancies. For the purposes of this project, the specific outcomes desired by the authors act as the goals mentiond in item 3 above.

In addition, many models elicit the participation of educational partners, (Kaufman, 1977; Witkin, 1977). In many programs these might include parents, other learners, community members, and other educators. For needs assessment of merchandising programs, the list might aptly be expanded to include business professionals. Kaufman reflected, "An analysis of the content of these various 'needs assessment' models indicates a varying degree of partnership involvement and degrees in the extent to which the models include system performance criteria derived external to the educational system"(Kaufman, 1972, p 61). An external partnership format was selected for this project.

Merchandising Curriculum

Specific subject matter and course content needs of students aiming for careers in retailing have long been the subject of lively debate among educators and retailers (Gillespie, 1960; Hudson, 1978; Lazarus, 1978; Marcus, 1978; Mayer, 1987; Sheldon, 1985-86). As a result, merchandising and retailing curricula have focused increasingly on the needs of retailing management, as well as on changes in retail store operations over the last fifty years.

Fashion merchandising programs evolved from clothing and textiles courses in home economics departments of colleges and universities. The first of these was developed at the University of Washington in 1917. Blending product knowledge, consumer behavior, and business, these early programs attracted retailers seeking more carefully trained salespeople and buyers (Paoletti, 1985). Buying continued to be the focus of programs in retailing and merchandising through the 1940's. Retailing at that time consisted primarily of sometimes large, locally owned, single-unit operations. The majority of job oppportunities were in buying. According to Morris L. Mayer, "The collegiate retailing education system was expected to produce for the large urban department stores intuitive, fashion-oriented individuals" (Mayer, 1987).

The desire of educators to better meet the needs of retailers has made merchandising and retailing curricula the subject of much research. Retailing executives, educators and alumni have commonly been surveyed. Some research sought to establish the most desirable types of courses (Coyle, 1974; Garrett, 1981; Gillespie, 1960; Lazarus, 1978; Manford and Erickson, 1986; Swerdlow, 1978). Others felt that the best approach was to study competencies, or skills, needed by students to insure successful transitions into the work force (Coates, 1971; Greenwood, 1972; Hartman, 1979: Hudson, 1978). A combination of type of coursework and needed skills was the focus of Lazarus (1978) and Garner and Buckley (1988).

Insistance for more practical, applied experiences for students has been a common thread through the research results (Coates, 1971; Kendall & Warner, 1985; Coyle, 1974; Gillespie, 1960; Hudson, 1978; Lazarus, 1978; Marcus, 1978; Mayer, 1987). The academic response to this demand was to formalize experiential activities into courses such as internships and cooperative programs. Further research has identified effective means of conducting these experiences (Greenwood, 1972; Mariotz,1980; Sheldon, 1985-86).

Another almost universal response from retailers has been the preference for business oriented courses (Coates, 1971; Coyle, 1974; Garrett, 1981; Gillespie, 1960; Hudson, 1978; Marcus, 1978; Mayer, 1987; Swerdlow, 1978) Gillespie (1960) surveyed 111 retailing executives of firms having sales volumes of $10 million a year and/or a minimum of 1000 employees. The suggested curricula that resulted demonstrated that although some liberal arts was valuable, the majority of study should be in courses that reflected specific retailing skills. Another author, Joseph Hudson (1978), Chairman of the J. L. Hudson Company, commented, "College curricula that emphasize mathematics, accounting, marketing, business, and management skills have generally proved the ones that best prepare people for our business . . ."(p.67). Fred Lazarus III,(1978), Vice President of Federated Department Stores, Inc. surveyed 23 recent graduates who were employed by Federated. He noted, "Regarding what courses were most valuable as preparation for retailing, there was almost complete agreement that specific business courses were the most useful" (p.76).

Although a pragmatic, applied program emphasizing business content is preferred by employers, a trend for training in more humanistic outcomes was seen in the literature. Skills in communication and human relations were considered essential by several authors, (Garner & Buckley, 1988; Gillespie, 1960; Hudson, 1978; Lazarus, 1978; Sheldon, 1985-86).

Although opinion about specific curriculum elements differs among retailers and eductors, certain elements are mentioned more frequently . Manford and Erickson (1986) listed 40 competencies collected from a survey of Texas retailers. Garner and Buckley (1988) listed 37 similar items from their study of retailers, educators, and graduates. These both exhibited commonalities with the earlier summations of Swerdlow and Sheldon. Swerdlow (1978) identified four courses as most often designated valuable by retail educators: principles of retailing, retail buying and control, sales promotion, and retail operations/organization. Blending business and human relations skills, Sheldon (1985-86) said that the three most important courses contained communications/human relations, merchandising, and management.

Focus Group Research

Focus group research is essentially qualitative in nature. It represents a method for acquiring information not readily obtained by standard quantitative research designs. Ruddick, Sherwood, and Stevens (1983) describe a focus group interview as a variation of a depth interview conducted with a carefully selected group of participants. Breen (1977) commented that "Group discussions are used where new, fresh thinking is desired. The discussions can develop hypotheses about how a problem may be solved" (p. 152). A professional moderator focuses the group's discussion on a specific topic. Ruddick, Sherwood and Stevens (1983) recommended that the moderator follow " a discussion guide designed to lead the group toward answering the research question or accomplishing specific study objectives. The moderator starts with general questions. The questions are aimed at getting the respondents to express themselves - to reveal their opinions, experiences, and reactions" (p.44).

Although an excellent vehicle for productive thinking, focus group research is encumbered with two limitations. First, as mentioned above, its unstructured nature generally yields relatively nebulous results which defy quantitative analysis. However, it is felt that the quality of information gained outweighs the loss of quantification; and the use of a questionnaire can provide a basis for quantification, if that is desired. Second, although a group can be an excellent "think tank" its ideas are not necesarily projectable to the entire population. Yet Breen (1977) suggested, "if a half a dozen groups, without biased leadership, reach similar conclusions, one will be justified in taking these conclusions seriously, and perhaps acting upon them without further delay" (p.154). He continued, "four or five sessions will probably do the job. If these four or five groups, produce similar or identical results, we can believe that enough has been done "(p. 161).

Project Design and Methodolgy

In the absence of previously developed instruments and procedures, the authors reviewed existing needs assessment models and commentary on merchandising curricula. The process consisted of questionnaire development, focus group interaction, synthesis of data, and questionnaire evaluation and revision.

Questionnaire Development

The use of a questionnaire is not necessarily typical of focus group research. However, the use of an instrument allows more accurate quantification.

The background gained from the review of literature was utilized to develop a questionnaire to .In addition to brief demographic information, the questionnaire focused first on the issue of perceived need for students to complete training which emphasized either skills or theory. A semantic differential format was used. Respondents were asked to complete the statement: "I feel that professional academic preparation should be . . . " by placing a x on a continuum line between the bipolar reponses "skills oriented" and "theory oriented".

The second part of the questionnaire was an adaptation of the instrument used by Sheldon (1985-86) to evaluate employers' selection criteria for interns. She had used the terms "personality, activities and leadership, major in college, experience in retailing, and grade point average" (p. 11) to rank retailers' selection factors for potential interns. This study adapted that list to evaluate the importance of those same concepts to general professional preparation.

The third portion of the questionnaire was based on Gillespie's (1960) work. The authors desired to evaluate the stability over time of the topics found to be most valuable in 1960. From Gillespie"s instrument, the areas "business English, finanacial management, human relations, merchandising mathematics, retail buying, retail store operations, sales promotion, and salesmanship" (p. 171) were included. To this list the authors added computer skills, consumer behavior, and internship experiences, since these areas were not generally included in the curricula in the 1960's but may be important in the 1990's and beyond. For the second and third questionnaire sections, participants responded in Likert format, choosing "essential, very important, important, little importance, or no importance" for each term.

Focus Group Interaction

Four focus group sessions were organized and conducted. Much of the literature (Coates, 1971; Coyle, 1974; Garner & Buckley, 1988; Gillespie, 1960; Greenwood, 1972; Hartman, 1979; Hudson, 1978; Kendall & Warne, 1985; Lazarus, 1978; Sheldon, 1985-86; Swerdlow, 1978) reflected the use of survey research as the method for obtaining curricula background and developing recommendations. The authors chose to utilize focus group methodology because the opportunity it afforded to gather information that was unique and specific to the situation, and because it offered the opportunity for exposure to fresh ideas.

The questionnaire, developed as described above, was used to guide discussion. Participants first completed the questionnaire independently. It was then used to provide direction for discussion. To facilitate analysis of the focus group sessions, the proceedings were taped.

The sample consisted of the focus group participants, who were selected from the populations from which specific information was desired. Group 1 was composed of current merchandising students, Group 2 of Houston metropolitan area retailers, Group 3 of merchandising alumni, and Group 4 of merchandising educators. Invitations were issued by letter, with a follow-up call to each non-respondent. Meetings were conducted in the reception/conference area of the department. Each session lasted about one and one-half hours. Each group of subjects first individually responded to the questionnaire, and then participated in an open-ended discussion guided by the questionnaire items. It is critical to the success of a focus group meeting that the time and date of the meeting be of optimum convenience to the participants.

Synthsis of Data

Upon completion of each focus group session, the authors listened to the tape of that session, and collapsed the discussion into phrases describing possible course content. Questionnaires were tabulated and analysed, and the questionnaire results were compared to the discussion results.

Questionnaire Revision

The questionnaire was assessed after the meetings. Participant responses shed light on needed revisions.

Findngs and Discussion

This study was developmental in nature and obtained information only from a specific group of regional respondents. Therefore, the authors do not wish to infer these findings to the general population. However, although this study was designed as a pilot, some interesting patterns emerged from the data. Generally, all content areas surveyed through the questionnaire were seen as desirable. Specifically, all four groups agreed that business English was essential in a merchandising curriculum. Students and educators felt that merchandising mathematics and an internship were essential, while retailers and alumni, (who were also retailers), felt that these, while important, were less critical. Instruction about retail store operations and buying were also considered more important by educators and students that by retailers and alumni. Retailers and educators agreed that human relations instruction was vital, while students and alumni rated it slightly less.

Insert Table 1 about here

Examination of the five professional attributes surveyed showed general desirability for all (see Table 2). Of interest is the exception that "activities and leadership", "grade point average", and "major in college" recieved in one case either "little importance" or "non-essential" responses. "Merchandising experience" was particularly favored by students and educators, while "personality" and "activities and leadership" were rated highly by all groups. It can be surmised that retailers might feel that training new employees would serve in lieu of experience, while personality factors including tendencies toward activity and leadership, are inherent qualities.

Insert Table 2 about here

Reactions of members of the four groups during the discussion phase of the focus group meetings are shown in Table 3. Differences in perspective among the four groups were seen by the slightly different topics that were mentioned.

Insert Table 3 about here

Focus group data offers support for trends observed in the analysis of the questionnaire. Communication skills were a prominent point for students, retailers, and alumni. This subsumes business English. Human relations were a strongly expressed need for all four groups. Concensus was also found concerning student needs for salesmanship training, included by the phrase "sales psychology and consumer behavior". One retailer succinctly described this need by saying that managers needed to know how to motivate sales associates rather than how to sell. Consumer behavior was also included when selling and salesmanship were discussed. Computer literacy and an internship were universally approved. The expressed importance of an internship was not surprising because of the frequency with which the value of experiential learning was noted in the literature.

The question of whether a merchandising/retailing program should offer more skills or theory development was included in the discussion because the authors noted a disgreement among existing programs regarding the relative importance of skills or theory orientation. A blend of skills and theory was preferred by three groups, with the alumni group preferring a definite skills emphasis.

Another commonality among the four discussions was the need to develop the student personally and professionally. It was suggested that the way a student presented himself/herself through resumes, speaking, and appearance was crucial to successful employment. Subsequent success on the job depended on training that developed personal management and professional attitudes.

Although a wealth of information was obtained in this study, discussion of the findings has been abbreviated because the primary purpose of the study was to develop a process. Data collection served to demonstrate its feasibility even though small sample size and the qualitative nature of the findings did not permit generalization from this data.

Summary and Conclusion With Recommendations

This process for curriculum development was field tested for merchandising programs in higher education using the focus group technique. This technique is a form of group research widely used in market research. It was selected as a key feature in the model becuase of the unique opportunities it afforded for both "fine-tuning" a curriculum, and generating fresh ideas. The process consisted of four stages: 1. questionnaire development, 2. focus group interaction, 3. analysis and synthesis of data, 4. questionnaire revision. To assess the practicality and effectiveness of this method, a pilot study was designed focusing on merchandising curriculum. Its execution validated the usefulness of the process. Data collected from the questionnaires and focus groups were highly compatible. Trends for specific elements of professional preparation were consistently recorded in both written and oral form. As expected, the focus group technique allowed the valuable opportunity for elaboration and explanation as well as the generation of ideas not included in the written questionnaire.

For those who require quantifiable data, the qualitative nature of this method would be a limitation. However, quantifiable data can be acquired by the use of a questionnaire. Sufficient data to allow meaningful statistical analysis would be obtained by conducting multiple meetings with each focus group catagory.

As mentioned above, meetings must be planned with careful regard to the convenience of the participants to attain maximum attendance. Consideration given to the calendar when selecting meeting dates insures that group members are not hampered by seasonal events that might affect them.

Another recommendation is that care should be given in the selection of terminology, because many groups will be composed of people with widely varying perspectives. It is particularly important to this process that group members agree on the meaning of terms. Care should be taken to determine terms that convey similar meaning to all participants of a group.

The final recommendation concerns the use of this model as an ongoing assessment tool. Continual revision of the questionnaire coupled with the periodic impaneling of new focus groups can provide a constant source of needs assessment data.

The outstanding characteristic of supplying fresh ideas and specific information makes this model well suited to refining the outcomes of a curriculum. There is abundant agreement in the literature to shape the broad outline of a program. Information to guide the formation of particular goals is frequently what is needed. Focus groups, comprised of people with a concern for the graduates of a particular program, have a vested interest, and therefore can provide insight into the needs assessment and program development process.

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Restructuring Marketing Education in Florida:
A Model for the Future

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Refereed Paper

Running Head: RESTRUCTURING MARKETING EDUCATION IN FLORIDA

ABSTRACT

This paper describes the research process applied to restructuring market programs in Florida. The study was descriptive in nature. The paper describes the curriculum model that was introduced for marketing programs, and changes in the structure of the programs in the state.

Restructuring of education is a theme that is found in almost every professional education journal and many consumer news publications. Today education and business leaders are critically analyzing the programs that are provided in our schools. All levels and disciplines of education have suffered from the reports of high school graduates who cannot read or function in the workplace (Bottoms, Presson, and Johnson, 1992). During the past decade many reports have described the failing of America's schools to prepare individuals to perform as members of a quality work force; the reports have accused both academic and vocational education of continuing to prepare students and workers for a world that no longer exists (SCANS, 1992).

The concern for improvement in schools and program accountability has led to a massive restructuring and over-haul of many educational programs. Vocational education in Florida has been undergoing such major restructuring initiatives for the past two years. In 1992 marketing was selected as one of the three major service areas to lead the restructuring efforts for the state.

Restructuring efforts were initiated in a climate of limited resources and reductions of economic support for educational funding. All vocational program areas in Florida were charged with critically analyzing programs and making recommendations for the streamlining of programs. Frameworks were to include training for workers needed in the 21st century. Vocational program directors agreed to utilize program enrollments, completion rates, placement and wage data, field input from practitioners and the state advisory committee, and labor market demands in the study of programs (Cordell, 1992).

Statement of the Problem

Florida has taken proactive restructuring steps that most states have not conducted at this time. This study was undertaken to ascertain the need for the state approved programs for Florida in marketing education to be continued into the 21st century. This paper will describe the process that was applied to the restructuring of marketing education programs in Florida.

Research questions addressed in this study included the following:

1. What is the present status of marketing education in the U. S.?
2. What is the present status of marketing programs in Florida including information related to program enrollments and adequate wage earning upon program completion?
3. Would analysis of marketing programs in Florida indicate a need to eliminate those that were not producing the type of worker needed for the state's future workforce?
4. What types of changes are needed in the state approved curriculum frameworks for marketing programs in Florida?
5. Would analysis of education initiatives and programs in Florida indicate a need for "new models" for marketing education in Florida?
6. Would the major stakeholders in marketing education agree upon "new models" for marketing education in Florida?

Limitations of the Study

The study had two major limitations:

1. The study involved perceptions of a selected sample of stakeholders including state technical committee members, marketing supervisors, marketing teachers, high school principals,

community college representatives, and other individuals from Florida. The results of this study should not be assumed to be generalizable to any other population.

2. Florida's marketing education programs are much more diverse and numerous than programs in other states; therefore, the process of restructuring programs in Florida may not be applicable to other states.

Methodology

The research for this study is descriptive in nature. Methods for gathering the necessary information included several types of data analysis. The first two research questions were analyzed using secondary data and current related literature. The last four questions were analyzed by using primary data gathered through application of a modified nominal group process, consensus building, and content theme analysis (Gepson, et. al.,1981; Wolpert, 1984).

To address the first question in the study, a review of marketing curriculum frameworks, materials and curriculum from selected sources was used to provide a picture of marketing education on a national level. A marketing education team, including the state director of marketing programs, a teacher educator, a local program supervisor, and a county vocational director identified the states and contact people to whom the first question in the study should be addressed. A letter requesting assistance in providing materials and input for review was sent to contacts in twenty-five states. Responses were received from 20 of the states. Interviews with selected nationally recognized leaders in the field of marketing education were also used.

To address the second research question, marketing education program information from several Florida data bases was used to describe the status of marketing education. To address the third through the sixth questions of this study a model which included involvement of a pilot group and other groups selected to represent major stakeholders in restructuring marketing education were used. The pilot group of representative marketing stakeholders was used to provide input related to recommendations and the development of the model for future marketing programs in Florida. A position paper describing the process and findings related to the restructuring of marketing education was mailed to 450 professionals prior to presentations and the public hearings scheduled throughout the state. The mailing list was comprised of the state technical committee members and every marketing teacher on the most current state mailing list (Florida Division of Public Schools). Marketing teachers were given the opportunity to provide written and verbal input through attendance at a general statewide meeting scheduled during the Florida Career Development Conference for DECA. Teachers and administrators unable to attend the meeting were given the option to provide written feedback by mail. Field input was solicited from marketing teachers and other professionals through three regional meetings with targeted stakeholders, a general statewide meeting, and meetings of the state technical committee. The field input was used to identify the types of changes needed in marketing programs in Florida. A modified nominal group process was used after a presentation of the procedures and findings of research related to restructuring the marketing programs and proposed curriculum models. A combination of direct survey questions and open-ended questions were used to identify directions for change in marketing education.

Subjects

The subjects of this study were major stakeholders in Florida's marketing education program. The 90 individuals who provided input through the regional meetings included marketing teachers (i.e. secondary, post-secondary and community college level), marketing supervisors, vocational administrators, principals, assistant principals, guidance counselors, academy directors, tech prep coordinators, and business people including state technical committee members and local advisory committee members.

Findings

The findings for each question are reported in this section.

Question 1: What is the present status of marketing education in the U. S.?

In reviewing the program offerings of schools during 1990-91, approximately one-third of the nation's 20,359 public secondary schools offered marketing education programs (NAB of DECA, 1992). During the same school year, approximately 58 percent of Florida's 359 secondary schools had marketing programs (Florida Public Schools Report, 1992).

> "Business executives concur on the value of marketing education coupled with DECA activities. Eighty-six percent of the corporate executives responded that applicants with a marketing education background are better prepared for employment in their places of business than those without that specialized background. Looking to the future, 90 percent of those surveyed indicate that their companies anticipate increased demand for skilled marketing employees during this decade and 73 percent indicate that they will look to marketing education to provide a trained labor pool from which to recruit. Significantly, 90 percent agreed (with 45 percent very strongly agreeing) that students should continue their formal education in order to obtain supervisory/management positions." (NAB of DECA, 1992)

Marketing is an applied science that draws on other academic disciplines including communications, math, social sciences, and economics for its foundations. Its content is drawn from the functions of marketing. Most secondary texts and resource materials recognize distribution, financing, marketing-information management, pricing, product/service planning, promotion, purchasing/buying, risk management, and selling as the functions of marketing.

In the middle 1980's marketing education professionals were involved in developing a national mission statement, premises, curriculum framework, and core competencies which have been adopted in concept by most of the states (Gleason, 1993). A side by side comparison of Florida's curriculum frameworks and the national core curriculum frameworks for marketing produces a 95 percent match. From reviewing literature related to marketing education, it is obvious that the national marketing education curriculum frameworks which are published by the Mark Ed Resource Center have been very influential in the development of marketing education in these states. At the present time more than 80 percent of the states are either state members or have association memberships in the national Marketing Education Resource Center consortium. According to Dr. Jim Gleason, the Marketing Education Resource Center has stayed close to the marketing education customer in a time when many state departments have restructured and lost curriculum and instructional program development staff (Gleason, 1993).

At the secondary level in the various states, the broad marketing instructional program which encompasses a variety of marketing areas is found in most states. Texas, Oklahoma, Arizona, Utah, Illinois, Nebraska, Colorado, Louisiana, Georgia, and other states also have entrepreneurship assigned to the marketing area. North Carolina, Virginia, Louisiana, Tennessee, Utah, Texas, and Florida and others have added programs that are organized around a specialized interest such as fashion merchandising, hotel marketing, entrepreneurship, international marketing, retailing, marketing finance, retail merchandising, telemarketing, or travel and tourism.

In some states marketing is clearly a foundations/functions course that may be used as a pre-requisite to specialized training or in lieu of the first year of a two year program. Several states allow for a one credit course in marketing to satisfy the graduation requirements for .5 credit in economics. In Idaho, marketing economics is offered as a separate course and satisfies the graduation requirement for economics (Holop, 1992).

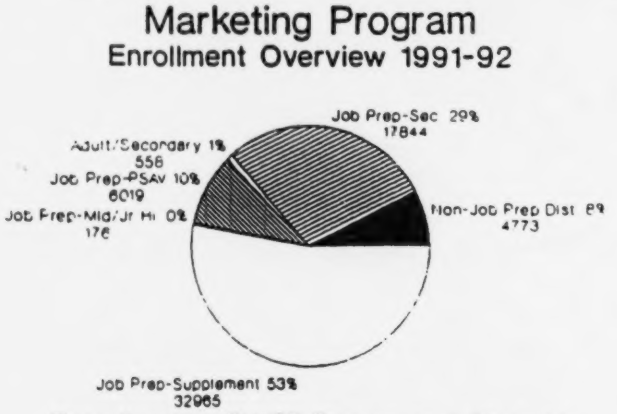
Recently several states have formally adopted the national frameworks as their state curriculum and have been heavily involved in developing curriculum guides complete with lesson plans and materials for teachers to use in the daily operation of the program. Georgia, California, North Carolina, Washington, Wisconsin, Idaho, Illinois and Michigan have frameworks very close to those provided by MarkEd (Gleason, 1993).

In reviewing the materials supplied by various states, Idaho had very useful materials for planning and operating a program for the future. Idaho provides a portfolio type assessment which covers the SCANS competencies in the marketing curriculum much like the Florida career map model. Colorado has traditionally followed the national frameworks as the core for their marketing programs. The state has recently gone to "Outcome Based" education and has eliminated all Carnegie credits at the secondary level. In Colorado's restructuring efforts they are developing portfolio models which clearly show the interdisciplinary applications of marketing to the curriculum. Texas has recently developed a "Program Management Guide" that includes many useful tools for the marketing teacher; their guide refers to the national mission statement and premises for the framework for marketing programs in Texas. Texas is a state in which the structure of marketing education is changing and being driven through new and developing Tech Prep models. These models must be based on economic projections for employment in high wage earning occupations. In North Carolina, the marketing programs clearly indicate interdisciplinary applications for each of their program standards and competencies as well as domain/level of learning and other information not commonly found on curriculum frameworks.

One of the major trends throughout the nation is that of articulation among and across curriculums and educational institutions through Tech Prep. The four year planner which has just begun to catch on in many states has been expanded to a six year plan. The newer model plans allow a student to see how he/she can complete an associates degree from a community college.

Question 2: What is the present status of marketing programs in Florida including information related to program enrollments and adequate wage earning upon completion of programs?

In the 1990's Marketing Education in Florida had grown to a program service area which included 44 distinct programs. State approved programs had been classified for the school district and community college systems. At the district level middle/junior high, secondary, post-secondary adult, and supplemental programs were identified for approval. At the community college vocational certificates and associate degree programs were the primary programs identified for approval. The state approved programs included 40 different job preparatory programs and four other programs designed for career orientation, exploration or practical arts. (Appendix A lists the marketing programs currently offered in Florida).


Marketing Program
Enrollment Overview 1991-92

Data Source: DVACE Placement & Planning

District Total Enrollment: 62.338

CHART 1

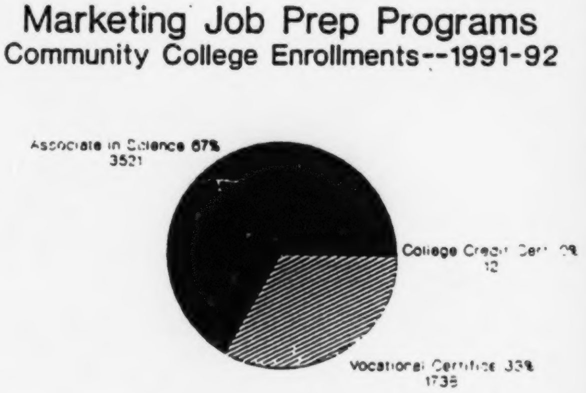
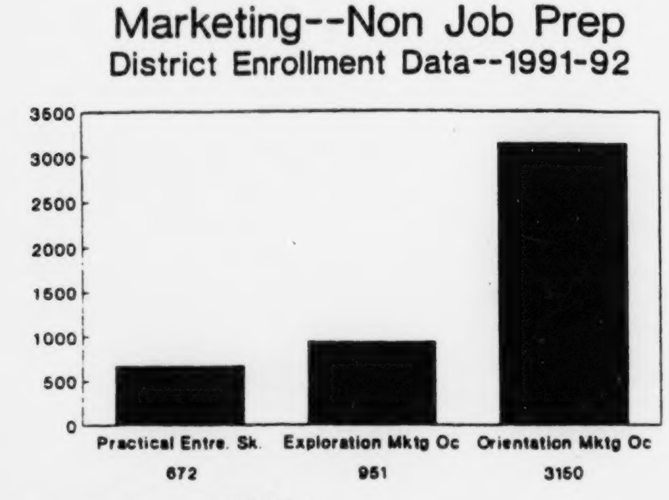

Marketing Job Prep Programs
Community College Enrollments--1991-92

CHART 2

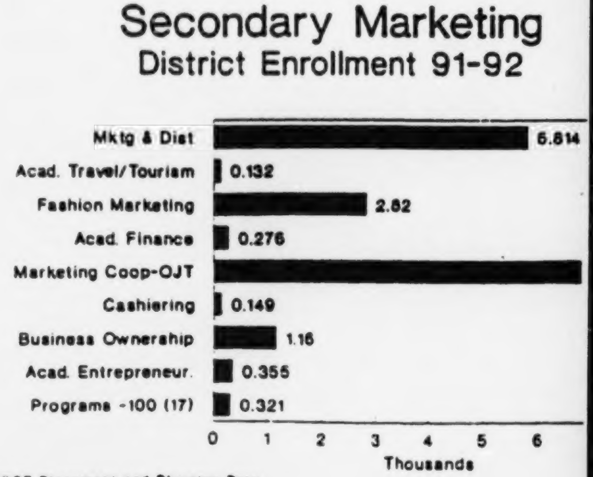
Charts 1 and 2 show state enrollments for 1991-92 by Delivery Systems.

A summary of enrollments in the programs at the various levels is shown in the Graphs 1 through 5.


Marketing--Non Job Prep
District Enrollment Data--1991-92

Total Enrolled: 4.773

GRAPH 1


Secondary Marketing
District Enrollment 91-92

DVACE Placement and Planning Data
Note: Marketing Coop-OJT duplicates another program enrollment figure

GRAPH 2

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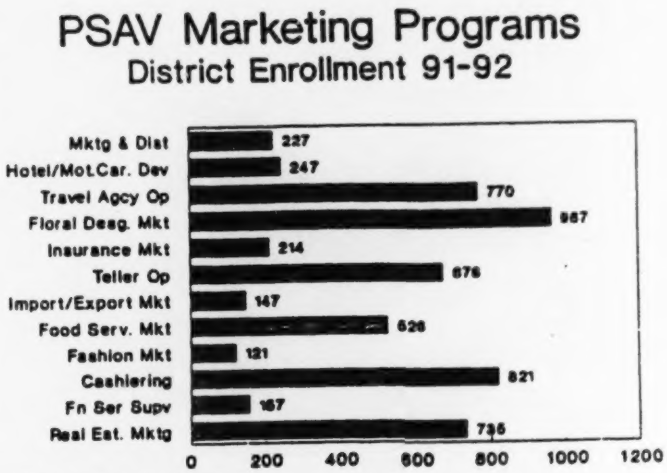
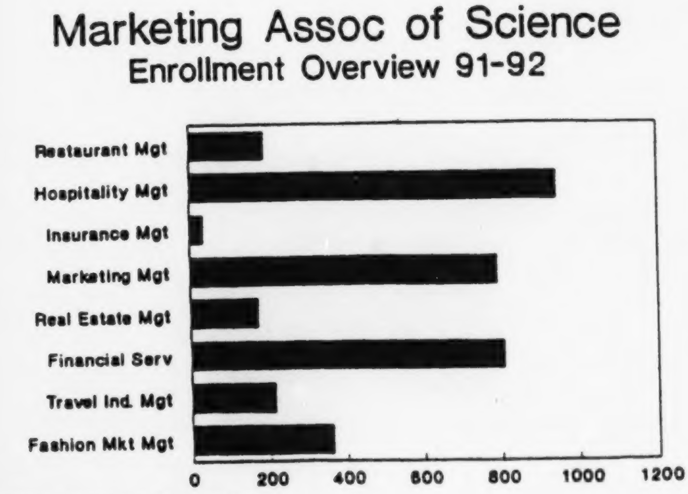


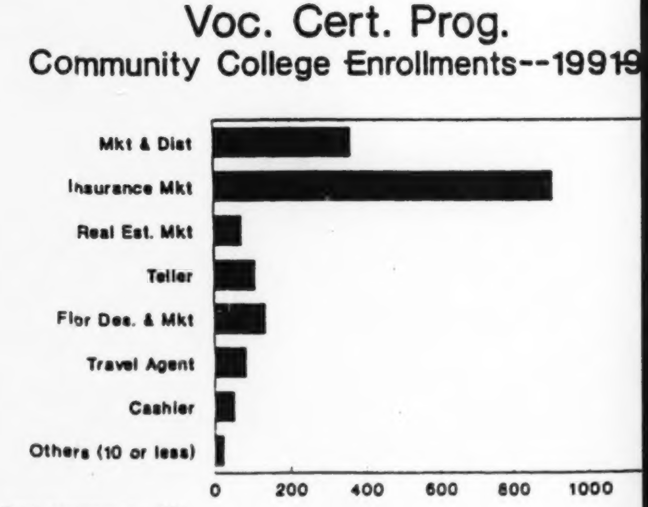
DVACE P. & P. Data: 11 programs not shown. Programs with MORE than 100 enrolled are identified in the chart.

GRAPH 3



Florida Community Colleges Report
3521 assoc. degree seeking

GRAPH 4



Total enrollments: 1738

GRAPH 5

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Related to the second research question was a decision to analyze the completion rate of students enrolled in secondary programs. Overall, the rate of completers in 1991-92 was approximately 25 percent. Reasons for low marketing program completion rates were directly related to student enrollment in only part of a marketing program prior to graduation and coding of students in programs as job prep. Personal interest was not directly related to low marketing completion rates. Consensus of the state marketing director and marketing administrators was the need to change the coding process of students in district delivered marketing programs to indicate student intent.

In Florida an amount of $6.50 was used to define adequate earnings for program completers. Analysis of the programs that qualified for adequate earnings through placement and follow-up data for 1991-92 provided a list of 21 job prep programs. The following is a list of these programs:

Academy of Finance
Business Management and Ownership
Customer Service Technology
Financial Services Marketing/Supv.
Hospitality Management
Insurance Customer Service Rep.
Ticket Agent/Reservationist
Travel Agency Operations
Warehouse Operations
Restaurant Management
Wholesale, Industrial and Institutional Marketing
Advertising Services
Business Ownership
Fashion Marketing Management
Financial Services
Import/Export Marketing
Insurance Marketing
Travel Industry Management
Real Estate Management
Marketing Management
Retail Food Management

Considerations in examining programs that did not qualify for the "adequate earnings" designation may have been due to very low rates of returns from follow-up data and low program completion rates. Wages earned immediately after completion of a secondary program may not be relevant to the evaluation of the program.

Table 1: Enrollment and Percentage of Adequate Wage Programs

Type of Program	Total	AE	Per Cent
District AE enrollments	50,743	23,886	45.3
Community College AE enrollments	5,271	4,511	85.5

Additional information related to the second research question was found in the Occupational Outlook Handbook for 1992-93 and in the Florida Department of Labor and Employment Security Bureau of Labor Market Information. In national labor market reports occupational groups which include executive, administrative, and managerial; service; and marketing and sales related are projected to be among the highest growth occupational areas. Service occupations will increase 29 percent from 19.2 to 24.8 million; executive, administrative, and managerial occupations will increase by 27 percent from 12.5 to 15.9 million; marketing and sales occupations will increase by 24 percent from 14.1 to 17.5 million jobs (OOH, 1992-93). Students surveyed through the National Education Center reported that SALES was the top occupational choice of 1991 high school seniors with 15.9 percent selecting sales as their occupational choice (NAB of DECA, 1992). The marketing occupational categories projected for major growth through 2005 in Florida are included in Table 2.

Table 2: Labor Market Demands beyond 2000

INDUSTRY CATEGORY-NATIONAL	PER CENT INCREASE
Services, total	29
Executive, administrative, managerial, tot.	27
Marketing and sales, total	**24**
INDUSTRY CATEGORY-FLORIDA	PER CENT INCREASE
Wholesale Trade, total	26.22
Retail Trade, total	37.49
Finance, Insurance, Real Estate Tot.	29.52
Services, total	**45.94**

Question 3. Would analysis of marketing programs in Florida indicate a need to eliminate those that were not producing the type of worker needed for the state's future workforce?

Through analysis of input from the state technical committee for marketing and the four groups of major stakeholders used in the study, it was determined that the question could be answered positively. The groups recommended examining programs with statewide enrollments of less than 100 for elimination. They also recommended examining programs for elimination which provided training for entry level jobs which typically had no career ladder, i.e. cashiering. The decision for eliminating programs would also consider future job projections and needs for training by industry.

Question 4. What types of changes are needed in the state approved curriculum frameworks for marketing programs in Florida?

Consensus was reached at all meetings on the following themes:

(1) Florida marketing programs needed to designate a core curriculum that would serve as the first course in most job prep programs;
(2) It would be of value to local programs for Florida to officially adopt in concept the national mission and curriculum frameworks of marketing education;
(3) Deletion of duplications of outcomes and standards in the curriculum frameworks would be helpful at the local level;
(4) Many small enrollment programs could be facilitated through a general marketing framework with local input for specialization;
(5) The funding level of marketing programs in Florida currently hinders the development of new programs in many areas;

Other themes related to change that were supported by a majority of the participants included the following:

(1) Students getting credit for on-the-job training needs to be able to demonstrate "workplace readiness" skills;
(2) Unpaid internship options for higher level marketing experience in the workplace need to be explored for addition to the state frameworks;
(3) Teachers need new "tools" and training to change;
(4) A core course for marketing should not be designated as a pre-requisite to all marketing programs;
(5) Provide more opportunities for teacher input in state changes;
(6) Academic/vocational integration strategies are needed for the curriculum;
(7) Flexibility is important to districts; don't dictate curriculum.

Question 5. Would analysis of education initiatives and programs in Florida indicate a need for "new models" for marketing education in Florida?

Through analysis of input from the state technical committee for marketing and the four groups of major stakeholders used in the study, it was determined that the question could be answered positively.

Themes emerging that related to this question included the following:

(1) Models for marketing to be involved in "Tech Prep" were needed;
(2) Information on the establishment of marketing career academies were needed;
(3) Teachers desired information on new initiatives and articulation of marketing programs to community colleges and universities.

Question 6. Would the major stakeholders in marketing education agree upon "new models" for marketing education in Florida?

The model shown in Figure 1 was unanimously accepted as a comprehensive model for marketing education in Florida.

Marketing Education Curriculum General Restructuring Model Applied

K-5	Self and Career Awareness Core
6	World of Technology (Marketing Applications in Course)
7-8	Integrated Technology Studies (Marketing Integration in Curriculum)
9-12	Marketing Core Curriculum
10-12	Applied Marketing Job Prep Programs Specialized Programs Academy/Tech Prep Models
Adult	Supplemental as industry needs
13-14	Marketing Management Associate Degree Programs
14-16	Marketing Bachelor's Programs

FIGURE 1

In keeping with the state restructuring of vocational education initiatives, the model developed for marketing education serves all students beginning in kindergarten and advancing through all levels of education, including supplemental training, throughout a lifetime.

The model shown in Figure 2 was unanimously accepted as a model for the future.

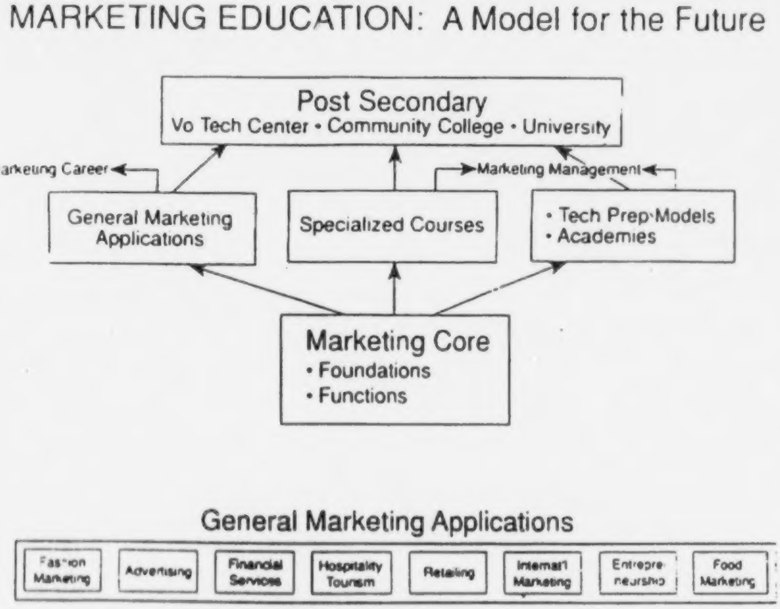
MARKETING EDUCATION: A Model for the Future
Post Secondary
Vo Tech Center • Community College • University
Marketing Career
Marketing Management
General Marketing Applications
Specialized Courses
• Tech Prep Models
• Academies
Marketing Core
• Foundations
• Functions
General Marketing Applications
Fashion Marketing
Advertising
Financial Services
Hospitality Tourism
Retailing
Internat'l Marketing
Entrepreneurship
Food Marketing

FIGURE 2

The placement and follow-up data for marketing programs indicated Florida students who completed a specialized program or academy were more likely to be employed in a job that qualified for the adequate earning category.

Discussion, Recommendations, Conclusions

Both national and Florida labor projection statistics clearly support the continued need for marketing education and its expansion to schools where students do not currently have opportunities to participate in marketing programs. Analysis of the occupational outlook for the future and the training needed to be competitive in the worldclass workforce shows that education is clearly an important requirement for entry and advancement into the higher paying occupations.

The research related to restructuring marketing programs in Florida indicates that the time is right to make some revisions in the marketing programs in Florida. The following programs are programs that will be closely examined for projected elimination: cashiering, customer service technology, food distribution, parts marketing, promotion management, retail food management, and warehouse operations. The four hotel and lodging programs will be recommended for revision into a career academy model with multiple exit points by occupation. The marketing and distribution program will be recommended for revision into a core program with a second credit in applied marketing. The core outcomes and student performance standards in all marketing programs will be identified in a manner that reduces the duplication in programs. While the core of marketing will remain in two credit programs the option for students to complete a program by taking the general marketing as the first credit in two credit programs will be recommended. The Marketing Cooperative Education-OJT and directed study will be recommended to be identified as courses rather than programs in the state frameworks. A course for unpaid internships in marketing will be recommended for marketing. Provision will be recommended in the Florida frameworks to facilitate local needs for specialized programs that have been eliminated from the state approved programs through an applied course.

All stakeholders in marketing programs for Florida are very sensitive to the needs for cooperative on-the-job or internship opportunities for students. There appears to be a strong perception by advisory committee members at the state and local levels that more attention needs to be paid to students who are working in business.

A recent report prepared by the Corporate National Advisory Board (NAB) of DECA, refers to the importance of marketing education and DECA in fostering business/education linkages. In the cooperative phase of the marketing program alone, about 170,000 employers each year assist schools by providing apprenticeship-type training for students. The DECA Corporate board is composed of 45 major corporations representing a wide variety of marketing related industries; the board members believe it is time to reiterate their high regard for marketing programs and to assist in stimulating broader appreciation and recognition of the importance of marketing education in creating a quality work force now and into the 21st century. The members believe that marketing education addresses both critical educational issues and the training needs of business (NAB of DECA, 1992).

The major stakeholders in the future of marketing programs in Florida are excited about the opportunities that the 21st century workplace offers. Most individuals are ready for restructuring of programs that no longer attract the quantity or quality of students that once participated in marketing programs. New initiatives like the Tech Prep programs and career academies are being welcomed and sought. In districts where marketing career academies have been instituted, students are enthusiastic about enrolling in the marketing academy programs. Many districts are concerned about finding more certified marketing teachers.

Higher expectations of all concerned seem to be one of the benefits to restructuring efforts in Florida. During the activities related to the restructuring of marketing education, the principal at Miramar High School summed up the value of marketing in the following statement: "You can't find a richer or better curriculum to teach problem-solving and critical thinking than marketing. We expect to increase the enrollments in marketing to serve over fifty percent of our school population."

APPENDIX A

Marketing Programs in Florida - 1992-93

Orientation to Marketing Occupations
Exploration of Marketing Occupations
Practical Entrepreneurship Skills
Academy of Entrepreneurship
Academy of Finance
Academy of Travel and Tourism
Advertising Services
Business Management and Ownership
Business Ownership
Cashiering
Customer Service Technology
Fashion Marketing
Fashion Marketing Management
Financial Services Marketing and Supervision
Financial Services
Floral Design and Marketing
Food Distribution
Food Service Marketing
Hospitality Management
Hotel and Lodging: Auditing and Posting Operations
Hotel and Lodging: Front Office and Cashiering Operations
Hotel and Lodging: Housekeeping Services
Hotel and Lodging: Telephone Communications Techniques
Hotel/Motel Career Development
Import/Export Marketing
Insurance Customer Service Representative
Insurance Management
Insurance Marketing
Marketing Cooperative Education - OJT
Marketing and Distribution
Marketing Education Directed Study
Marketing Management
Parts Marketing
Promotion Management
Real Estate Management
Real Estate Marketing
Restaurant Management
Retail Food Management
Teller Operations
Ticket Agent/Reservationist
Travel Agency Operations
Travel Industry Management
Warehouse Operations
Wholesale, Industrial and Institutional Marketing

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Comparison of DECA Winners and Membership At the National Level

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Refereed Paper

Running Head: Winners/Members

INTRODUCTION

The student organizations associated with occupational and technical education programs have existed for years as co-curricular organizations providing the laboratory for many of the classroom learning activities in each career area. These organizations contribute to a more dynamic instructional program because they make use of differing methods such as individual learning activities and leadership opportunities as well as supporting the member in pursuit of knowledge through the activities in which he or she becomes involved.

DECA activities, as do other vocational student organization activities, constitute a major part of the Marketing Education program and are considered an inseparable part of the program.

> These groups have been part of the scene in secondary and higher education since Colonial times--until now they have become generally accepted as valuable resources which complement educational programs by fostering learning and maturity. Diverse in size and purpose, these groups have evolved into specialized arms of the curriculum with which they are associated. (Iverson and Bender, 1971, pp. 1-2)

Each of the student organizations, in developing into a "specialized arm" of the particular curricular area, attempts to establish a legitimate foundation upon which to build a viable program offering for members. Speaking to the American Vocational Association (AVA) Convention is December 1976, Victor Van Hook, the immediate past president of AVA stated,

> The only justification for continuance of vocational education is through the services rendered to those students enrolled in programs of instruction and vocational student groups that are recognized as an integral part of every good program. (*AV Journal*, February 1977, p. 27)

Opportunities for young people to participate in activities which provide learning experiences are extended across the curriculum through the vocational student organizations. Students utilize skills and knowledge learned in both vocational and academic courses in the competitive activities available in each student organization. DECA offers three major types of competitive events:

1) chapter projects in which members of the entire chapter participate;
2) individual written projects; and
3) individual series events.

These events are pursued at the local, state, and national levels by most states. Each state determines whether to offer all or any of the competitive events at each level. Each state is allowed to take a pre-set percentage of members to the national conference. That percentage is based on the number of members paying dues from the state during the school year in which the conference occurs. The guidelines for events requiring pre-preparation, such as written and chapter projects are published and made available during August each year for the ensuing school year.

In the April, 1993, *Vocational Education Journal* Mr. Gary Hannah indicates that VSOs (Vocational Student Organizations)

> ". . .have been important partners to vocational education programs . . . .have provided students with leadership training and quality competitive events to showcase their skills.
>
> "But VSOs don't exist in a vacuum. Despite undisputed benefits, most VSOs have experienced a decline in membership over the past several years." (p. 21)

Several reasons are suggested for this decline including fewer students due to a smaller number of school-age children, the reform movement which increases academic requirements and allows fewer electives, and the transfer of leadership from the state to the local level which reduces the state supervisor role in the student organization due to time limitations and/or state budget cuts. Usually business leaders indicate they are tremendously impressed by those members with whom they come into contact. "They said, 'My goodness—these are all graduates of voc ed?' They see it's an industry-based activity with corporate sponsors." (Hannah, p. 25)

In fact, DECA has spent much time and energy aiding local and state personnel to provide information to both school administrators and business personnel. The National Advisory Board issued a report in 1992 on marketing education and made that report available to advisors (both state and local) at a nominal fee. The goal of this booklet is to increase the number of marketing education programs which in turn will support DECA at all levels. "The future of VSOs lies in their ability to meet changing needs of education, business and their student members." (Hannah, p. 25)

PURPOSE AND OBJECTIVES

The purpose of this study was to compare the number of competitive event winners to the number of members in each of the 50 states. To accomplish the purpose of this study, the following objectives were formulated:

1. To determine the number of winners in each state for the years 1988 through 1992.
2. To determine the number of members in each state for the years 1988 through 1992.
3. To determine how the number of winners in each state compares to the number of members in each state for the years 1988 through 1992.

PROCEDURES

Population

The target population for this study includes all winners and finalists listed by National DECA for each of the national conferences from 1988 through 1992. For the purposes of this study, the definition of state(s) will include all membership entities which make up the membership of National DECA. These entities include all fifty states, Canada, Guam, Puerto Rico, and the District of Columbia creating a total of 54 entities. The data for each entity is available for all entities for each year except 1992 when the membership figures for Canada and Guam are not included.

Data Collection and Analysis

Lists of all winners and lists of the membership for each of the 50 states from 1988 through 1992 were obtained from National DECA during a visit to the DECA Center in Reston, Virginia. The number of winners and members in each state were listed for each year. The total winners in each state for each year were compared to the number of possible winners for all events for each year as listed by National DECA. The number of winners included all finalists for each state. The number of members in each state for each year were then compared to the number of total members in National DECA for each year. The computer program, StatView 4.0, was utilized to analyze the data.

FINDINGS

Findings are organized first by winners for each state for each of the five years and then based on the number of members for each state for each of the five years. A graphic presentation of winners for 1988 and 1989 is located in Appendix A (see Figures A1-A2). These figures indicate that the median is probably a more representative measure of central tendency than the mean because of the outlier scores and are representative of the graphic for 1990-1992. The median is less than the mean in each of the five years suggesting that the distribution is positively skewed. This allows the writer to imply that states with large numbers of winners tend to deviate more from the mean than states with fewer winners and is supported by the fact that in each case more states lie below the mean than above the mean.

Table 1 (which follows) shows the mean, median, standard deviation, range, and number of states falling below the mean for the winners for each year from 1988 through 1992.

TABLE 1

Year	Mean	Median	Standard Deviation	Number of States Below Mean*	Range
1988	4.852	3	5.845	33	22
1989	4.833	2	6.040	40	30
1990	5.185	3	5.356	36	22
1991	5.130	3	6.044	41	24
1992	5.074	3	5.700	37	23

*Number of entities included is 54 including 50 states, Puerto Rico, Guam, the District of Columbia, and Canada.

Several states consistently fall above the median for winners for each of the five years included in this study. These states include: Canada, Colorado, Florida, Minnesota, Missouri, Nebraska, New Jersey, New York, North Carolina, Ohio, Oklahoma, Oregon, Tennessee, Texas, Washington, and Wisconsin. Some other states fall above the median during some years, but not all years.

The frequency distribution is also useful in analyzing this data. Again, the largest percentage of winners falls in the lowest category. The data was divided into 10 intervals. This provided the same view of the data. The mode in each instance fell into the lowest numerical interval. The following table (Table 2) indicates the interval, the number of cases, and the percent of winners which are in interval 1 for each year included in this study.

TABLE 2

Year	Interval	Number of Cases*	Percent of Winners
1988	1	26	48.148%
1989	1	32	59.259%
1990	1	21	38.889%
1991	1	25	46.296%
1992	1	23	42.593%

*For 1988 N = 262, 1989 N = 261, 1990 N = 280, 1991 N = 277, and 1992 N = 274.

There are sixteen states which consistently fall above the median in the list of winners for each of the five years included in this study. Percentages for twelve of these states appear in Table 3.

TABLE 3

State	1988	1989	1990	1991	1992
Colorado	5.34	7.28	7.86	8.66	5.84
Florida	6.49	4.98	4.64	7.58	5.47
Missouri	5.34	4.98	3.93	4.69	2.55
New Jersey	2.67	2.30	2.86	2.17	3.28
New York	2.29	3.10	4.64	4.69	5.11
North Carolina	6.87	3.45	3.93	6.86	8.39
Ohio	5.34	6.13	5.36	5.33	5.47
Oklahoma	2.29	1.53	1.43	2.17	2.19
Tennessee	2.67	3.07	3.21	2.17	3.28
Texas	8.40	7.28	4.64	4.69	4.38
Washington	7.63	11.49	6.43	5.78	6.57
Wisconsin	2.29	3.07	6.07	3.97	5.11

These figures will be compared to the percentage of membership later in this report. Since only twelve of these entities are above the median figure for both winners and membership for each of the five years those twelve states are included in Table 3.

The membership figures for 1988 and 1989 are graphically presented in Appendix B (see Figures B1-B2). These graphics acurately represent the other years included in this study. The membership figures indicate that, as in the case of the number of winners per state, the median is probably a more representative measure of central tendency than the mean because of the outlier scores. The median is less than the mean in each of the five years showing a positively skewed distribution. Therefore, in the membership figures, as in the number of winners per entity, states with large numbers of members tend to deviate more from the mean than states with fewer winners and is supported by the fact that in each case more states lie below the mean than above the mean for membership figures. Table 4 (which follows) shows the means, medians, standard deviations, and other data for the membership for each year from 1988 through 1992.

TABLE 4

Year	Mean	Median	Standard Deviation	Number of States Below Mean*	Range
1988	2833.13	2020.5	2894.086	35	14,471
1989	2722.148	1928.5	2789.651	34	13,324
1990	2625.178	1840.0	2703.798	34	12,869
1991	2591.704	1776.5	2665.111	34	12,827
1992	2569.035	1775	2562.035	31**	12,603

*Number of entities included is 54 including 50 states, Puerto Rico, Guam, the District of Columbia, and Canada.

**Guam and Canada figures unavailable for 1992.

Several states consistently fall above the median for membership for each of the five years included in this study. These states include: Alabama, Arizona, California, Colorado, Connecticut, Florida, Georgia, Indiana, Kentucky, Louisiana, Michigan, Mississippi, Missouri, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Puerto Rico, Tennessee, Texas, Virginia, Washington, and Wisconsin. Some other states fall above the median during some years, but not all years.

TABLE 5

Year	Interval	Number of Cases*	Percent of Members
1988	1	22	40.741%
1989	1	19	35.185%
1990	1	19	35.185%
1991	1	21	38.339%
1992	1	19	35.185%

*For 1988 N = 152,989, 1989 N = 146,996, 1990 N = 141,765, 1991 N = 139,952, and 1992 N = 138,753.

The frequency distribution is also important in describing the membership data. Again, the largest percentage of members falls in the lowest category. The data was divided into 10 intervals.

The mode in each instance fell into the lowest numerical interval. Table 5 indicates the interval, the number of cases, and the percent of membership which are in interval 1 for each year included in this study.

The coefficient of variation is a more significant indicator for these entities and we may compare the coefficients for each year for winners and for members to get a more accurate picture of this data. Table 6 provides information for this discussion.

TABLE 6

Year	Winner Coefficient of Variation	Membership Coefficient of Variation
1988	120.474	102.152
1989	124.965	102.480
1990	103.206	102.991
1991	117.825	102.832
1992	112.327	99.709

Both the data for winners and the data for membership is based on a ratio scale. Because the coefficient of variation appears to be quite large, these figures may indicate that there is a factor which is not being taken into account. This factor(s) will be discussed in the conclusions section of this report. The coefficients appear to be fairly close for each variable except for 1990 in the list of winners.

TABLE 7

State	1988 %age	1989 %age	1990 %age	1991 %age	1992 %age
Colorado	3.13	3.52	3.40	3.20	3.09
Florida	4.97	5.11	5.36	4.96	3.78
Missouri	3.58	4.33	3.93	3.92	4.00
New Jersey	3.63	3.61	3.64	3.66	3.91
New York	2.41	2.42	2.54	2.98	2.80
North Carolina	7.18	7.15	2.19	7.44	6.45
Ohio	3.90	4.12	4.00	3.87	3.97
Oklahoma	1.73	1.75	1.62	1.71	1.95
Tennessee	4.03	4.03	4.09	4.06	3.96
Texas	9.54	9.24	9.16	9.20	8.94
Washington	5.63	6.01	5.94	5.94	5.75
Wisconsin	4.12	4.26	4.09	3.55	4.18

Twenty-five of the 54 states lie above the median figure for membership figures for each year reported in this study. Of these 25 states, Canada, Minnesota, Nebraska, and Oregon could also be listed in Table 3 as being above the median for winners. States which could also be listed in Table 7 as falling above the median figure for membership, but not in Table 3 include: Alabama, Arizona, California, Connecticut, Georgia, Indiana, Kentucky, Louisiana, Michigan, Mississippi, Pennsylvania, Puerto Rico, and Virginia. Only those states which could be placed in both Table 3 and Table 7 are included in these tables. Percentages of winners for each year are included in Appendix D while percentages of membership for each year are included in Appendix E. A percentile plot for each of the years is included in Appendix C.

Membership in DECA has decreased decidedly over the last five years. Table 8 compares the total membership figures for each of the five years from 1988 through 1992.

TABLE 8

Year	Membership	Increase (Decrease) Over Previous Year
1988	152, 989	First year in study
1989	146,996	(5,993)
1990	141,765	(5,231)
1991	139,952	(1,813)
1992	138,753	(1,199)

The total decrease in membership between 1988 and 1992 is 14,236 members. In terms of percentages, that is a decrease of 9.31% over five years. This decrease nearly equals the total number of members for the State of Texas for 1988. The actual membership for Texas in 1988 was 14, 607.

During this same period of time, the number of winners possible at the national level was quite stable with the increase in number of winners occurring in 1990 based on the addition of two events. Those events are Hospitality & Tourism Marketing and DECA Quiz Bowl. These numbers are: 1988, N = 262; 1989, N = 261; 1990, N = 280; 1991, N = 277; and 1992, N = 274. Appendix F presents the array of competitive events offered at the national level in which members may participate.

CONCLUSIONS

1. Although the number of events in which members could participate increased in 1990, the number of members actually decreased in 1990 by 5,231 members.

2. The number of winners increased by approximately 4.58% between 1988 and 1992 (approximately ±12).

3. Twelve states (Colorado, Florida, Missouri, New Jersey, New York, North Carolina, Ohio, Oklahoma, Tennessee, Texas, Washington, and Wisconsin) have above median figures for both number of winners and membership for all five years.

4. The coefficient of variation figures for each year for both winners and membership indicate that factors which have not been considered in this study may have an influence on these changes. Those factors could be items indicated in the introduction to this study which are fewer students enrolling in vocational education classes due to a smaller number of school-age children, the reform movement which increases academic requirements and allows fewer electives, the transfer of leadership from the state to the local level which reduces the state supervisor role in the student organization due to time limitations and/or state budget cuts, and/or other factors which were not included in this study.

RECOMMENDATIONS

Based on the information presented, additional study would be warranted in this area to provide more data on the factors which may have a bearing on the number of individuals who are dues-paying members of DECA. Such factors as those presented in item 4 under Conclusions may be a starting place for study or may contribute to the researcher's considerations during planning the study. Questions which may be considered include: Are there fewer marketing education programs? Are there fewer students in the marketing education programs which exist? Why are the number of programs decreasing? What alternatives should be considered for DECA as an organization if it is to continue to exist? Are the teacher education programs for marketing education in each state supporting the DECA membership concept for future teachers of marketing education?

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APPENDIX A
GRAPHIC PRESENTATION OF DECA WINNERS FOR THE YEARS 1988 AND 1989

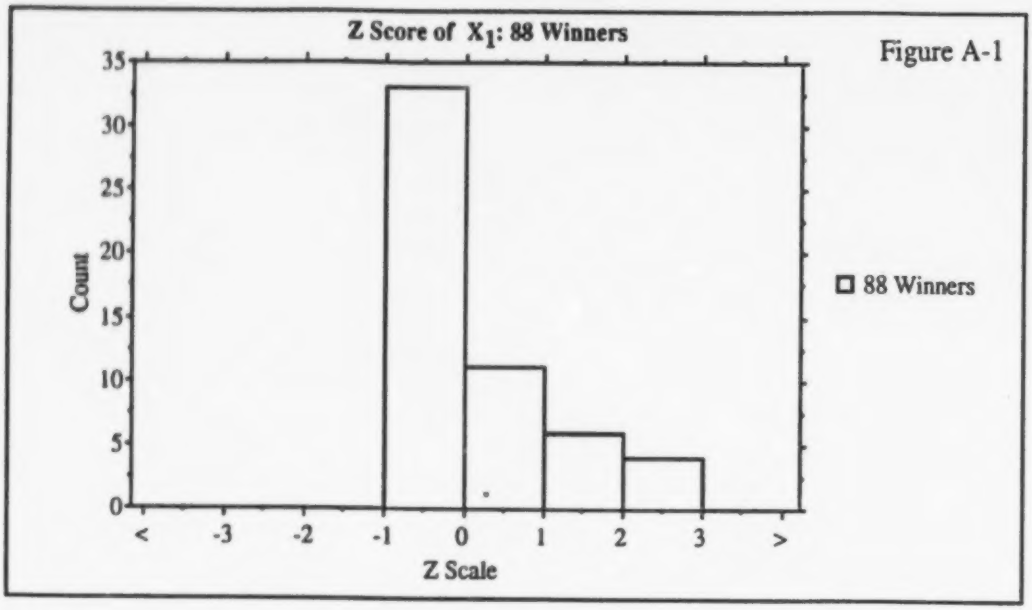


Figure A-1

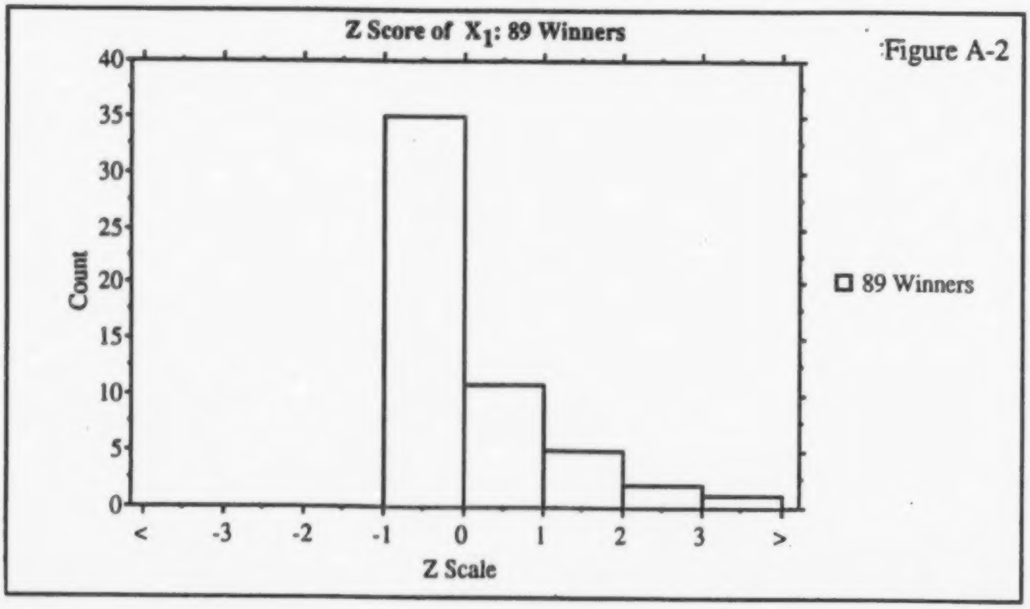


Figure A-2

APPENDIX B
GRAPHIC PRESENTATION OF DECA MEMBERSHIP FOR THE YEARS 1988 AND 1989

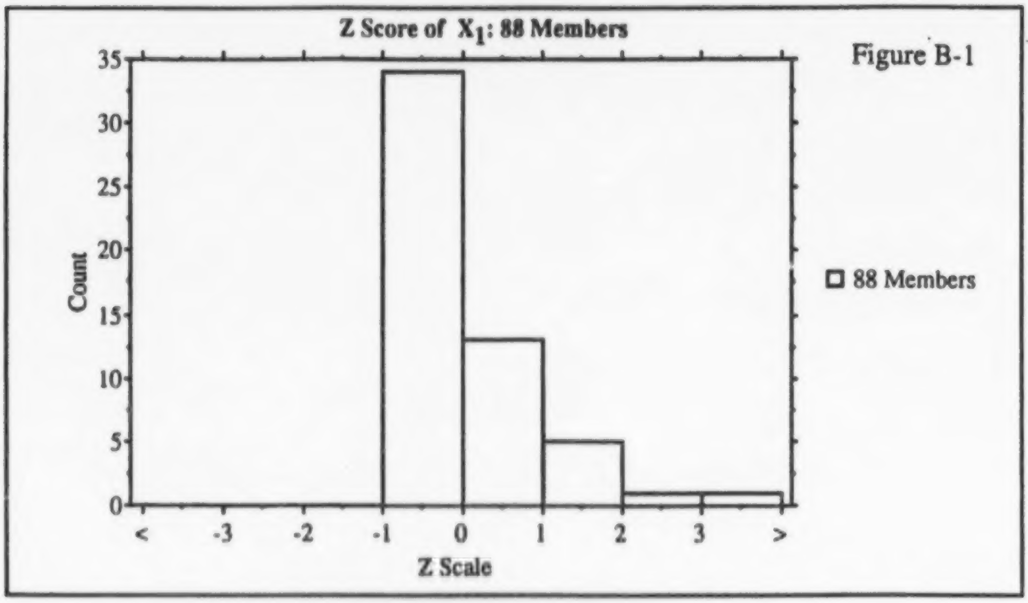


Figure B-1

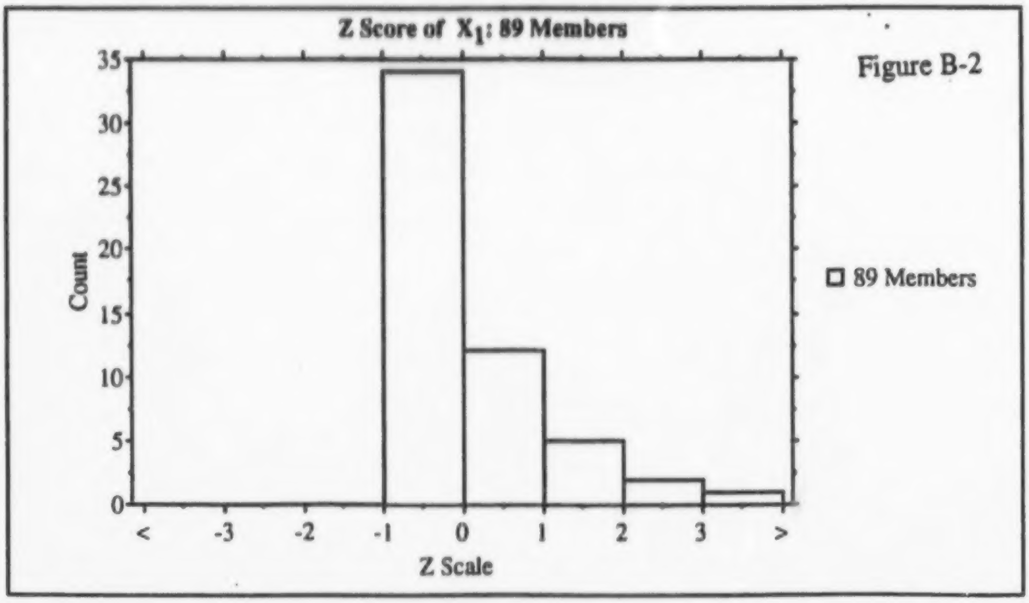


Figure B-2

APPENDIX C
PERCENTILES PLOT FOR DECA MEMBERSHIP FOR THE YEARS 1988 - 1992

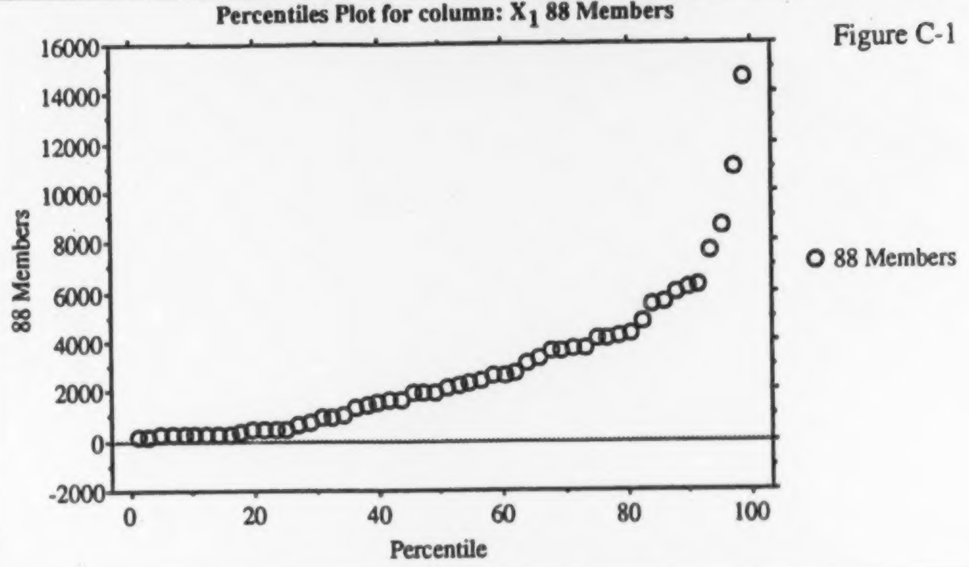


Figure C-1

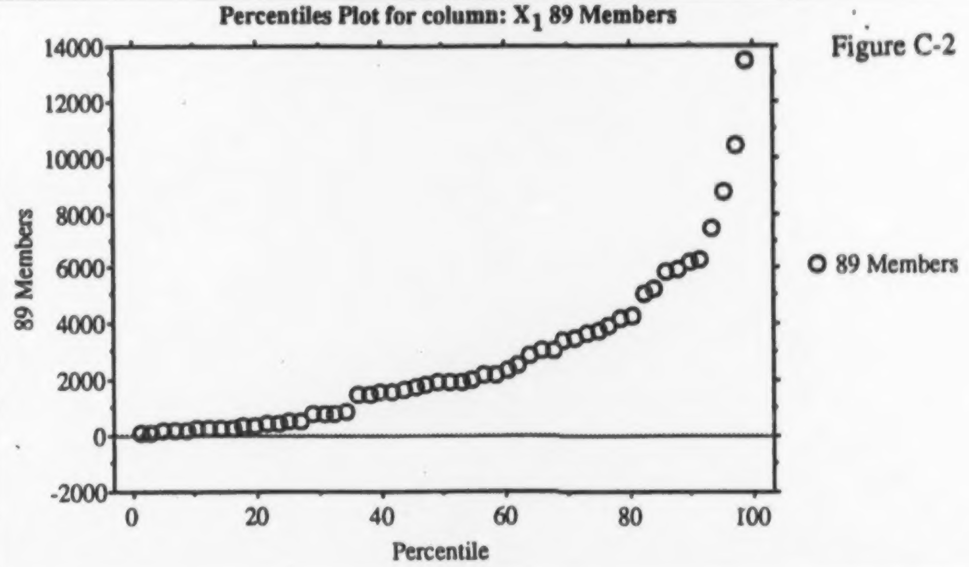


Figure C-2

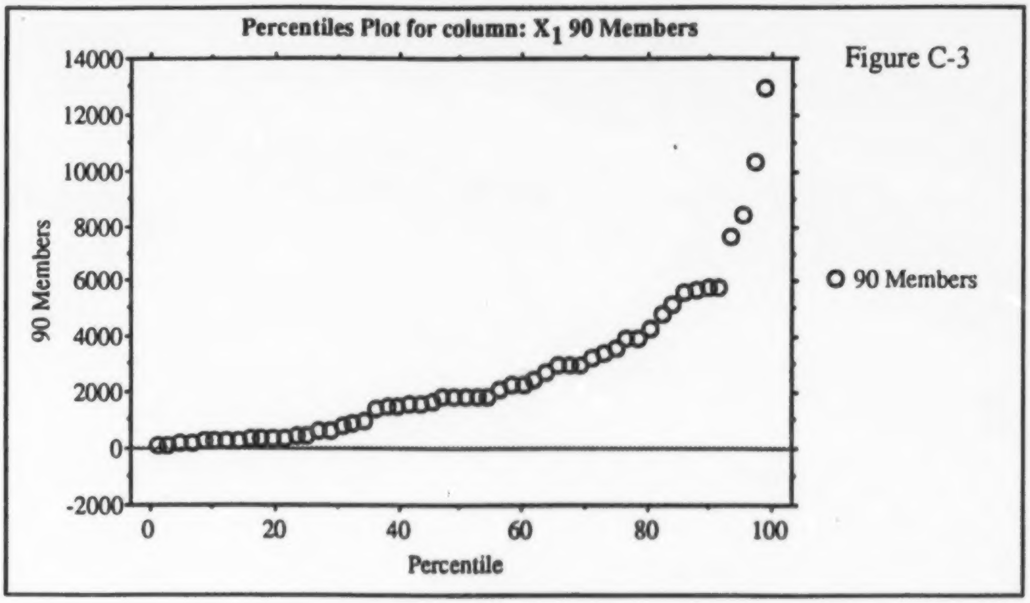


Figure C-3

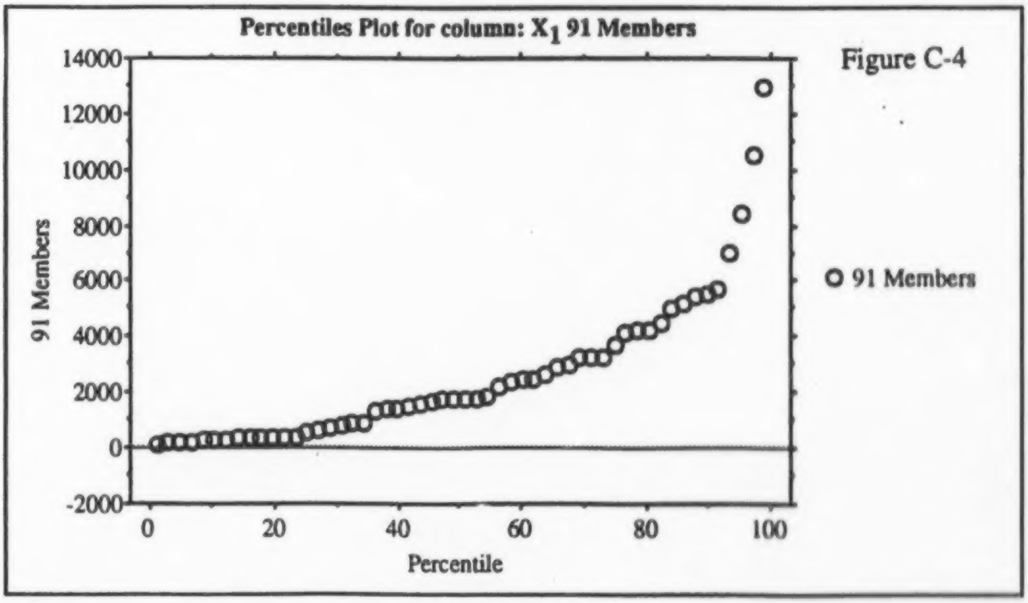
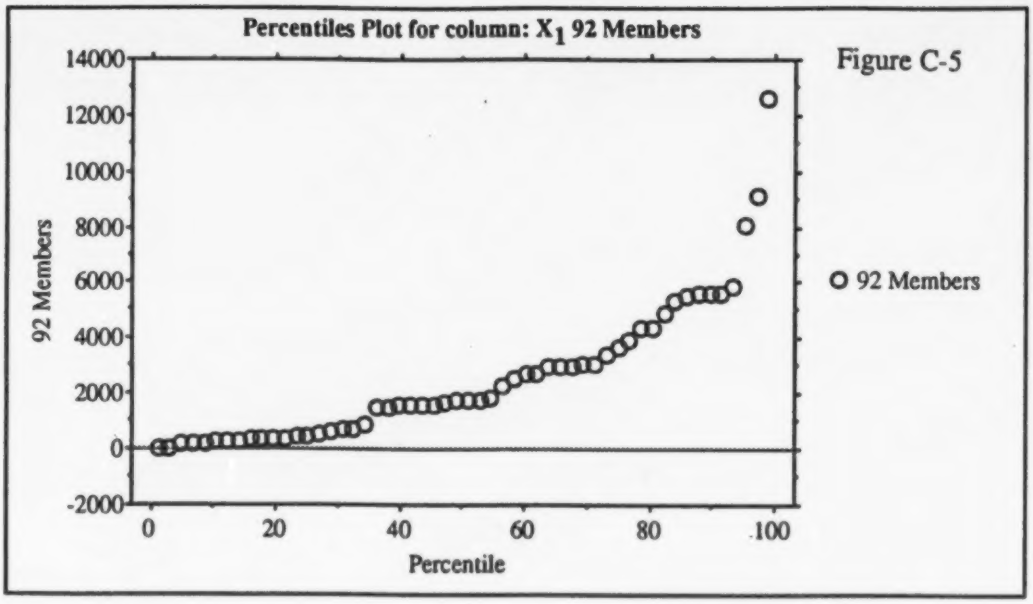


Figure C-4



Percentiles Plot for column: X_1 92 Members

Figure C-5

APPENDIX D
PERCENTAGE OF TOTAL WINNERS FOR EACH STATE FOR THE YEARS 1988 - 1992

State	% Winners '88	% Winners '89	% Winners '90	% Winners '91	% Winners '92
Alabama	0.38	-0-	1.07	0.36	1.09
Alaska	-0-	0.38	0.71	-0-	1.09
Arizona	1.9	2.69	1.43	0.36	0.36
Arkansas	0.01	0.77	-0-	0.36	0.36
California	2.29	1.92	2.86	1.44	3.65
Canada	1.9	2.3	1.79	3.97	3.29
Colorado	5.34	7.28	7.86	8.66	5.84
Connecticut	-0-	0.38	1.07	0.36	0.36
Dist. of Col.	-0-	-0-	-0-	-0-	-0-
Delaware	-0-	0.77	1.07	-0-	-0-
Florida	6.49	4.98	4.64	7.58	5.47
Georgia	0.15	1.53	2.5	0.36	1.46
Guam	-0-	-0-	-0-	-0-	-0-
Hawaii	0.76	-0-	-0-	-0-	-0-
Idaho	0.38	-0-	1.07	1.08	0.36
Illinois	0.76	0.77	1.79	1.44	1.09
Indiana	4.2	4.21	1.43	0.72	1.09
Iowa	-0-	0.38	0.36	1.08	-0-
Kansas	1.53	1.15	0.36	1.08	1.46
Kentucky	0.38	1.53	1.79	0.72	0.36
Louisiana	-0-	1.15	-0-	0.36	0.73
Maine	-0-	-0-	-0-	0.36	-0-
Maryland	0.38	-0-	1.79	-0-	-0-
Massachusetts	1.53	2.3	0.71	1.08	1.46
Michigan	1.53	0.77	1.07	2.17	4.01
Minnesota	4.2	4.6	3.93	4.7	5.11
Mississippi	1.15	0.77	0.71	-0-	1.09
Missouri	5.34	4.98	3.93	4.69	2.55
Montana	-0-	0.38	-0-	0.36	0.36
Nebraska	6.11	3.45	3.57	3.97	1.82
Nevada	0.38	-0-	-0-	-0-	-0-
New Hampshire	-0-	-0-	0.36	-0-	0.36

State	% Winners '88	% Winners '89	% Winners '90	% Winners '91	% Winners '92
New Jersey	2.67	2.3	2.86	2.17	3.28
New Mexico	1.91	0.77	0.71	1.44	1.46
New York	2.29	3.1	4.64	4.69	5.11
North Carolina	6.87	3.45	3.93	6.86	8.39
North Dakota	-0-	0.77	1.07	1.44	1.09
Ohio	5.34	6.13	5.36	4.33	5.47
Oklahoma	2.29	1.53	1.43	2.17	2.19
Oregon	2.29	2.68	4.29	5.05	3.28
Pennsylvania	1.91	0.77	2.14	1.81	1.09
Puerto Rico	-0-	-0-	-0-	-0-	-0-
Rhode Island	0.76	0.38	0.36	0.36	0.73
South Carolina	0.76	1.15	0.36	0.72	0.73
South Dakota	-0-	-0-	0.36	-0-	-0-
Tennessee	2.67	3.07	3.21	2.17	3.28
Texas	8.4	7.28	4.64	4.69	4.38
Utah	1.15	1.15	2.14	1.81	1.09
Vermont	-0-	-0-	-0-	-0-	-0-
Virginia	0.38	0.77	1.07	1.44	1.09
Washington	7.63	11.49	6.43	5.78	6.57
West Virginia	0.38	-0-	0.71	0.72	0.36
Wisconsin	2.29	3.07	6.07	3.97	5.11
Wyoming	1.53	0.77	1.07	1.08	0.36
Totals	98.61	100.07	100.72	99.96	99.88

APPENDIX E
PERCENTAGE OF TOTAL MEMBERSHIP FOR EACH STATE FOR THE YEARS 1988 - 1992

State	% Mem. '88	% Mem. '89	%Mem. '90	% Mem. '91	% Mem. '92
Alabama	2.65	2.68	3.05	2.97	3.13
Alaska	0.09	0.09	0.08	0.09	0.11
Arizona	2.04	2.51	1.9	1.87	1.79
Arkansas	0.93	1.03	1.09	1.03	1.04
California	1.74	1.52	1.74	1.72	2.1
Canada	0.27	0.28	0.29	0.39	unknown
Colorado	3.13	3.52	3.4	3.2	3.09
Connecticut	1.61	1.62	1.49	1.55	1.26
Dist. of Col.	0.19	0.2	0.17	0.13	0.12
Delaware	0.32	0.19	0.21	0.17	0.19
Florida	4.97	5.11	5.36	4.96	3.78
Georgia	2.16	2.12	2.09	2.05	2.17
Guam	0.01	0.08	0.08	0.12	unknown
Hawaii	0.19	0.23	0.29	0.27	0.31
Idaho	0.26	0.27	0.27	0.26	0.18
Illinois	1.09	1.18	1.18	1.19	1.09
Indiana	2.69	2.56	2.39	2.28	2.12
Iowa	0.66	0.56	0.59	0.64	0.52
Kansas	0.65	0.63	0.66	0.66	0.61
Kentucky	2.82	2.87	2.76	2.64	2.64
Louisiana	1.37	1.33	1.59	1.34	1.64
Maine	0.14	0.17	0.16	0.14	0.12
Maryland	0.65	0.52	0.46	0.51	0.37
Massachusetts	1.27	1.32	1.32	1.27	1.27
Michigan	2.72	2.95	2.77	2.93	3.45
Minnesota	1.26	1.05	1.02	0.93	1.14
Mississippi	2.37	2.33	2.32	2.32	2.2
Missouri	3.58	4.33	3.93	3.92	4
Montana	0.3	0.3	0.27	0.23	0.25
Nebraska	1.46	1.41	1.33	1.25	1.21
Nevada	0.15	0.11	0.13	0.24	0.35
New Hampshire	0.4	0.39	0.44	0.42	0.42

State	% Mem. '88	% Mem. '89	% Mem. '90	% Mem. '91	% Mem. '92
New Jersey	3.63	3.61	3.64	3.66	3.91
New Mexico	1	1.08	1.11	1.08	1.14
New York	2.41	2.42	2.54	2.98	2.8
North Carolina	7.18	7.15	7.29	7.44	6.45
North Dakota	0.51	0.57	0.63	0.57	0.51
Ohio	3.9	4.12	4	3.87	3.97
Oklahoma	1.73	1.75	1.62	1.71	1.95
Oregon	0.89	1.07	1.07	0.98	1.11
Pennsylvania	2.42	2.02	2.09	2.13	2.12
Puerto Rico	1.8	1.5	1.29	1.73	1.95
Rhode Island	0.15	0.22	0.23	0.24	0.23
South Carolina	1.26	1.26	1.28	1.28	1.31
South Dakota	0.18	0.16	0.18	0.16	0.23
Tennessee	4.03	4.03	4.09	4.06	3.96
Texas	9.54	9.24	9.16	9.2	8.94
Utah	1.08	1.21	1.08	1.16	1.26
Vermont	0.16	0.15	0.17	0.2	0.27
Virginia	2.34	2.1	2.13	2.32	2.46
Washington	5.63	6.01	5.94	5.94	5.75
West Virginia	1.5	1.35	1.31	1.26	1.12
Wisconsin	4.12	4.26	4.09	3.55	4.18
Wyoming	0.28	0.35	0.24	0.25	0.2
Totals	99.88	101.09	100.01	100.46	97.49

APPENDIX F
COMPETITIVE EVENTS FOR NATIONAL DECA
AS OF 1992

Advertising Display Services
Apparel & Accessories Marketing Master Employee
Apparel & Accessories Marketing Supervisory
Apparel & Accessories Marketing Written
Chapter Public Relations Project
Civic Consciousness Project
Creative Marketing Research Project
Entrepreneurship Participating
Entrepreneurship Written
Fashion Merchandising Promotion Plan
Finance & Credit Services
Finance & Credit Services Written
Food Marketing Master Employee
Food Marketing Supervisory
Food Marketing Written
Full Service Restaurant Management
General Marketing Master Employee
General Marketing Supervisory
General Merchandise Retailing Master Employee
General Merchandise Retailing Supervisory
General Merchandise Retailing Written
Hospitality & Tourism marketing
Pepsi Learn and Earn Written
Phillips Free Enterprise Individual
Phillips Free Enterprise Chapter
Quick Service Restaurant Marketing
Quiz Bowl
Vehicles & Petroleum Marketing

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